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BOMBAY

STUDENTS' LITERARY &
SCIENTIFIC SOCIETY

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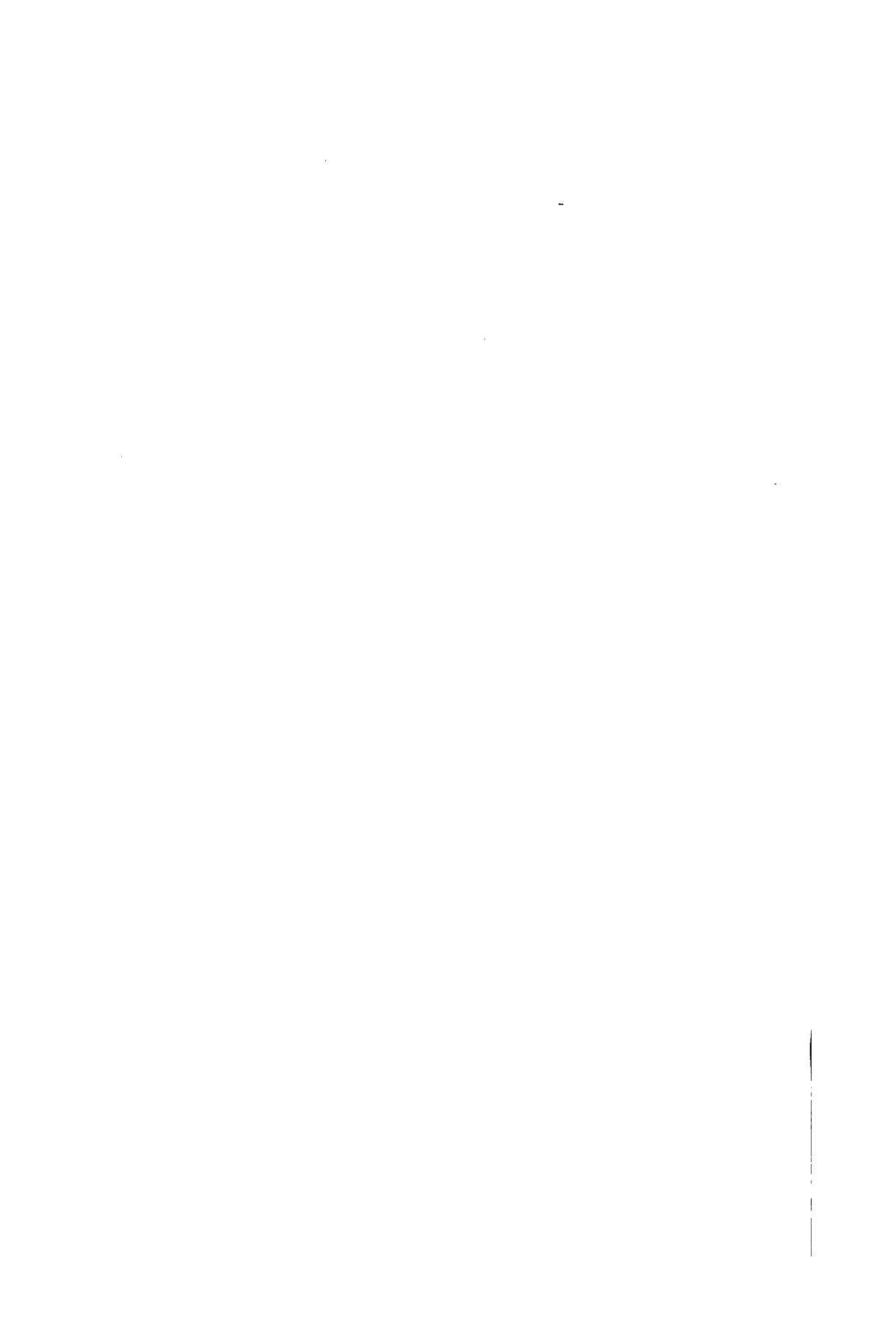
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Students' literary and scientific society, Bombay.
Proceedings, 1854/56.

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PROCEEDINGS

OF THE

Students' Literary and Scientific Society,

BOMBAY,

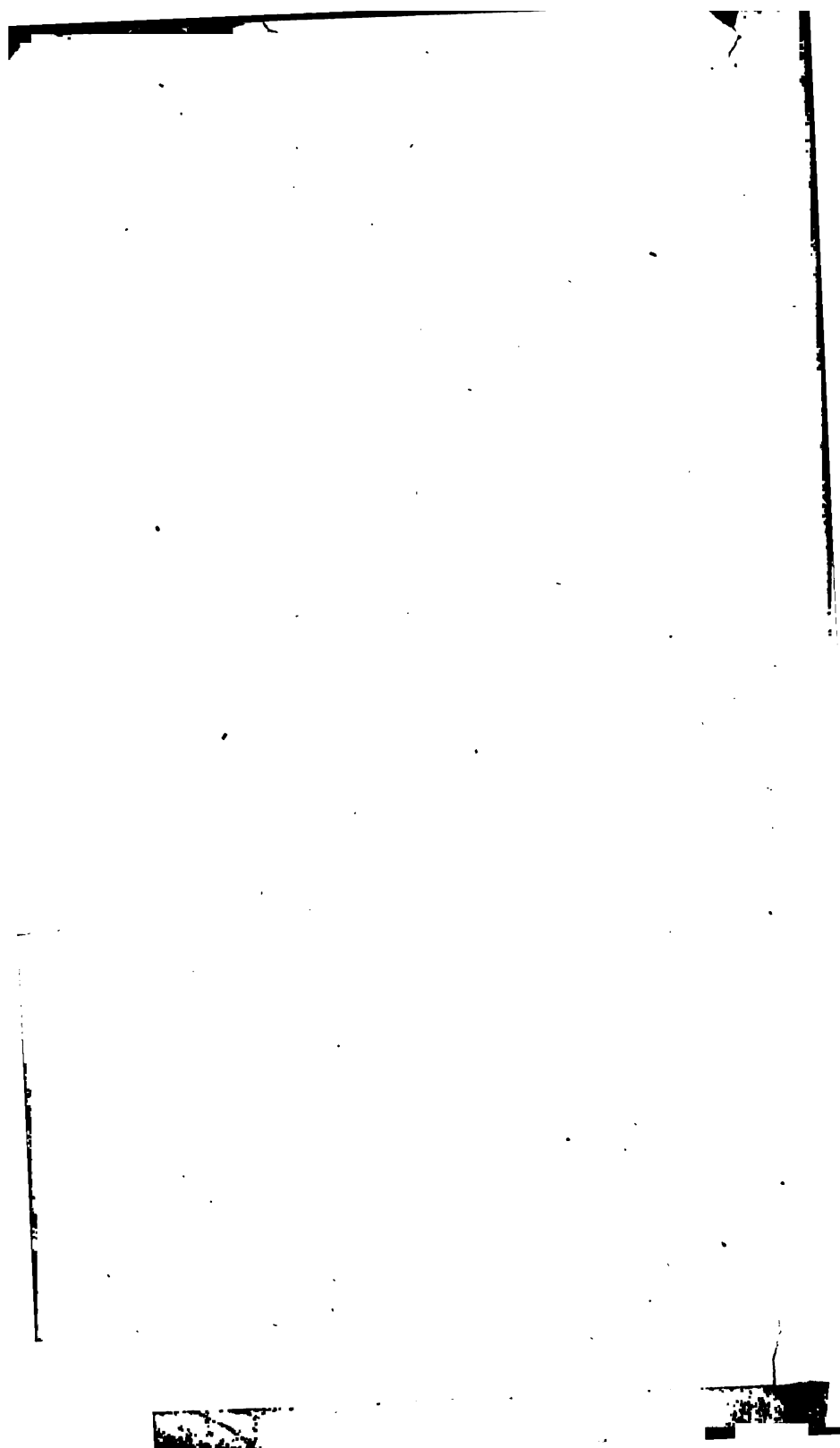
FOR THE YEARS 1854-55 and 1855-56.

BOMBAY:

PRINTED AT

THE "BOMBAY GAZETTE" PRESS.

1856.



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Students' Literary & Scientific Society.

Founded 13th June 1848.

MANAGING COMMITTEE FOR 1856.

President.

RICHARD T. REID, LL.D., Barrister-at-Law.
(Perry Professor of Jurisprudence.)

Vice-Presidents.

1. NARAYAN DINANATH, *President, Maráthi Dnyán-Prasárah Sabhá.*
2. BOMANJI PESTONJI, *President, Gujaráti Dnyán-Prasárah Mandali.*
3. GANGADAS KESHODDAS, *President, Buddhi-Vardhak Hindu Sabhá.*

Treasurer—KAWASJI SHAPURJI.

Secretary—PROFESSOR FRASER.

Vernacular Secretaries.

1. *Maráthi-Hindu*—BHAIRUNATH MANGESH.
2. *Gujaráti-Hindu*—MAHIPATRAM RUPRAM.
3. *(Gujaráti) Parsi*—JEHANGHIR BARJORJI.

Curator of Museum and Apparatus—ARDESHIR FRAMJI.

Additional Members.

KAIKHOSRU HORMAZJI. PESTONJI JEANGHIR.
NARAYAN BHAI.

List of Members,
RESIDENT AND NON-RESIDENT,

On the 10th June, 1856.

o *Members thus marked are not at present residing within the Island.*

(Original Members, 13th June 1848.)

1. Reid, Richard T., LL.D., Barrister-at-Law ; Perry Professor of Jurisprudence, and Professor of History in the Elphinstone College.
- o 2. Dadabhai Nauroji, some-time Professor in the Elphinstone Institution ; now of the firm of Messrs. Cama and Co., London.
3. Behramji Khurshedji, Assistant Interpreter and Translator, Supreme Court.
4. Vinayak Harichand, Articled Clerk to a Solicitor.
- o 5. Pranlal Mathuradas, *Rau Sahab*, Educational Visitor for the Zillahs of Ahmedabad and Khaira.
- o 6. Palanji Framji, Assistant, Messrs. D. Framji Cama and Co., Calcutta.
7. Dosabhai Framji, Manager, *Bombay Times*.
8. Edalji Nasarwanji, Assistant Master, Elphinstone Institution.
9. Dhondev Trimbak, Clerk to Messrs. Campbell Mitchell and Co.
10. Bomanji Pestanji, Assistant Master, Elphinstone Institution.
- o 11. Mohanlal Ranchoddas, Officiating Educational Visitor for the Zillahs of Surat and Broach.
12. Jehangir Barjorji, Assistant Master, Elphinstone Institution.
- o 13. Jehangir Hormazji, Master of the Government School at Tannah.
14. Kavasji Edalji, Clerk in a Merchant's Office.
- o 15. Mahadev Govind *Shastri*, *Rau Sahab*, Educational Visitor for Poona, Satara, and Sholapore.
- o 16. Vishnu Amritrao, (late) Clerk in the Superintendent of Repairs' Office.
- o 17. Barjorji Rustamji, Assistant in the firm of Messrs. Framji Behramji and Co., Canton.
18. Ardeshir Framji, Assistant Master, Elphinstone Institution.
- o 19. Framji Edalji, Partner of Messrs. B. Framji Cama and Co., Canton.
20. Hormazji Behramji, Merchant.
21. Sundar Baghunath, Clerk to Messrs. Nicol and Co.

(Admitted in 1848.)

- 22. Framji Manekji, (late) Assistant Master, Parsi Benevolent Institution.
- o 23. Dosabhai Behramji, Clerk, Messrs. H. Mancherji Cama and Co., Canton.
- o 24. Madan Shrikrishna, Moonsiff at Ahmedabad.
- 25. Narayan Dinanath, Interpreter and Translator, Supreme Court.
- o 26. Bhaskar Damodar, *Rau Sahab*, Educational Visitor for Ahmednagar and Khandesh.
- o 27. Naurozji Beiramji, Deputy Collector and Magistrate, Broach.
- 28. Naurozji Nanabhai, Broker to Messrs. Volkart Brothers and Co.
- 29. Kaikhoshru Hormazji, Assistant Master, Elphinstone Institution.
- 30. Edalji Rustamji, Reporter, *Bombay Gazette*.
- o 31. Kuvarji Rustamji, Assistant in the firm of Messrs. Cama and Co., London.
- 32. Sorabji Shapurji, Deputy Accountant, Mercantile Bank.
- o 33. Giraud, Herbert, M.D., Professor of Chemistry and Natural History in the Elphinstone College. (Europe.)

(Admitted in 1849.)

- o 34. Vishwanath Narayan, *Rau Sahab*, Educational Visitor, Northern Konkan.
- 35. Rustamji Manekji, Mercantile Clerk.
- 36. Venayakrau Wasudev, Oriental Translator to Government.
- 37. Naurozji Dorabji, Assistant Master in an English School.
- 38. Shridhar Bapu, Judge's Clerk, Small Cause Court.
- 39. Venayakrau Jagannathji, Secretary to the Bombay Association.
- 40. Pestanji Dajibhai, Clerk in the Secretariat.
- o 41. Narayan Vishnu, Master of the Government School, Belgaum.
- 42. Moroba Bajirau, Mercantile Clerk.
- 43. Behramji Jivanji, Private Schoolmaster.
- 44. Naurozji Khurshedji, Clerk to Messrs. H. Mancherji Cama and Co.
- 45. Harichand Sadashiv, Assistant Superintendent of Repairs, Bombay.
- o 46. Jagannath Sadashiv, Assistant Superintendent of Repairs, Karachi.
- o 47. Nanabhai Moroji, Deputy Collector and Magistrate, Poona.

(Admitted in 1850.)

- 48. Nashirwanji Naurozji, Assistant Master, Elphinstone Institution.
- 49. Khurshedji Manekji, Assistant Master, Elphinstone Institution.
- 50. Manekshah Behramji, Assistant Master, Elphinstone Institution.
- 51. Balaji Pandurang, Assistant Interpreter and Translator, Supreme Court.
- 52. Narayan Bhai, Clerk in the Secretariat.
- 53. Pestanji Jehangir, Assistant Master, Elphinstone Institution.
- 54. Babaji Kashinath, Clerk in the Civil Auditor's Office.
- o 55. Hormazji Edalji, Assistant, Messrs. Dosabhai Framji Cama and Co., Calcutta.
- o 56. Khurshedji Rustamji Cama, of Messrs. Cama and Co., London.
- 57. Makundrau Bhaskar, Interpreter, Small Cause Court.

- 58. Vishwanath Atmaram, Mercantile Broker.
- 59. Ragunath Ramchandra, Clerk in the Military Board Office.

(Admitted in 1851.)

- 60. Sorabji Pestanji, Broker to Messrs. Volkart Brothers and Co.
- 61. Bhairunath Mangesh, Assistant Master, Elphinstone Institution.
- 62. Harishankar Balkrishna, Clerk in the Secretariat.
- 63. Cashinath Vithoba, Judge's Clerk, Small Cause Court.
- 64. Ganpatrao Madanji, Clerk in the Savings' Bank.
- 65. Naurozji Fardunji, Interpreter and Translator, Supreme Court.
- 66. Atmaram Madhauji, Clerk in the Gun Carriage Department.
- 67. Bomanji Edalji, Assistant to Messrs. P. F. Cama and Co., Canton.
- 68. Narayan Ballal, Master of the Government School, Dhulia.
- 69. Edalji Nanabhai, Assistant Master, Elphinstone Institution.
- 70. Kawasji Shapurji, Assistant Master, Elphinstone Institution.
- 71. Manchersha Rustamji, Assistant Master, Sir Jamshedji's Institution.
- 72. Mancherji Shapurji, Godown-keeper to Messrs. Pollexfen and Co.
- 73. Wasudev Narayan, Clerk in the Secretariat.
- 74. Bhau Daji, Graduate of the Grant Medical College.
- 75. Ramchandra Balkrishna, *Rau Bahadur*, Daftardar to the Commissioner of Customs.
- 76. Balkrishna Sadasiv, Master of the Government School, Sholapore.
- 77. Mahadaji Wasudev, Ex-Scholar, Elphinstone College.
- 78. Naurozji Behramji, Ex-Scholar, Elphinstone College.
- 79. Jehangir Rustamji, (late) Master of the Portuguese School, Mazagon.

(Admitted in 1852.)

- 80. Gangadas Keshoddas, Assistant Master, Elphinstone Institution.
- 81. Barjorji Dorabji, Graduate of the Grant Medical College.
- 82. Nanabhai Haridas, Assistant Interpreter and Translator, Supreme Court.
- 83. Tirmalrao Venkatesh, Sudder Ameen at Bagalkote.
- 84. Harichand Janardhan, Assistant Master, Elphinstone Institution.
- 85. Jehangir Shapurji, Merchant.
- 86. Fardunji Jamshedji, Assistant Surveyor and Builder, Surat.
- 87. Talakchand Manekchand, Clerk in a Solicitor's Office.
- 88. Kahandas Tapidas, Clerk in the Superintendent of Repairs' Office.
- 89. Ganesh Dhonde, Tutor to the Chief of Mudhol.
- 90. Govind Gangadhar, Surveyor to the Collector of Bombay.
- 91. Manchersha Ratanji, Clerk in the Mercantile Bank.
- 92. Edalji Shapurji, Assistant Master, Elphinstone Institution.
- 93. Darasha Dorabji, Reporter, *Bombay Times*.
- 94. Nilkant Mahadev, Clerk to the Educational Inspector for the Dakhan and Khandesh.
- 95. Parbthuram Navalram, Vernacular Master, Elphinstone Institution.

- o 96. Somnarayan Nandnarayan, Tutor to the Nawab of Junagar.
- o 97. Motiram Bhagubhai, Master of Sir Jamshedji's School, at Surat.
- 98. Dwarkanath Jagannath, Clerk in the Secretariat.
- 99. Ragunath Narayan, Clerk to Messrs. Wallace and Co.
- 100. Sadanand Makundji, Clerk in the Accountant General's Office.
- 101. Dosabhai Bejanji, Graduate of the Grant Medical College.
- 102. Sorabji Jivaji, Clerk in the Secretariat.
- 103. Vishwanath Krishnanath, Mercantile Clerk.
- 104. Dhanjibhai Khurshedji, Clerk to Messrs. Pollock and Faithful.
- 105. Wamanrau Vishwanath, Clerk in the Secretariat.
- 106. Merwanji Sorabji, Graduate of the Grant Medical College.
- 107. Atmaram Pandurang, Graduate of the Grant Medical College.
- 108. Narayan Daji, Graduate of the Grant Medical College.
- 109. Keshau Sakaram *Shastri*, Teacher in the Elphinstone Institution.
- 110. Fardunji Jamshedji, Student of the Grant Medical College.
- 111. Dadabhai Mancherji, Mercantile Clerk.
- 112. Mahipatram Rupram, Assistant Master, Elphinstone Institution.
- o 113. Motilal Jivanlal, Tutor to the Prince of Kutch.

(Admitted in 1853.)

- 114. Pandurang Balibodra, Assistant Master, Elphinstone Institution.
- 115. Moroba Sundarji, Assistant Master, Elphinstone Institution.
- 116. Harichand Antoba, 4th year's Student, Elphinstone College.
- 117. Shridhar Vithal, 1st Normal Scholar, Elphinstone College.
- 118. Jagannath Narayan, 1st Normal Scholar, Elphinstone College.
- 119. Jehangir Framji, 4th year's Student, Elphinstone College.
- 120. Pestanji Edalji, Clerk in a Solicitor's Office.
- o 121. Pandurang Hari, Shirastedar to Police Superintendant, Rutnaghiry.
- 122. Balwantrau Govind, 4th year's Student, Elphinstone College.
- 123. Nanabhai Haritrimbak, Clerk in the Government Savings' Bank.
- 124. Bhaskar Balkrishna, 4th year's Student, Elphinstone College.
- 125. Dadabhai Rustamji, 4th year's Student, Elphinstone College.
- 126. Narayan Pandurang, Clerk in the Post Office.
- 127. Shamrau Pandurang, 4th year's Student, Elphinstone College.
- 128. Karsandas Mulji, Master of the *Gokaldas-Tejpal Vidyalaya*.
- o 129. Hardiram Anupram, Ex-Student of the Elphinstone Institution.
- o 130. Harkisandas Goverdhundas, Ex-Student of the Elphinstone Institution.
- 131. Fernandez, Antonio L., 4th year's Student, Elphinstone College.
- 132. Pratt, Edward J., Uncovenanted Assistant, Secretariat.
- o 133. Ramdas Bhanji, Interpreter to His Highness the Rau of Kutch.
- 134. Sinclair, R. S., LL.D., of Trinity College, Dublin; Professor of Mathematics and Natural Philosophy in the Elphinstone College.
- 135. Dallas, R. A., LL.D., of Trinity College, Dublin; Solicitor.
- 136. Shamrau Moroji, Master of the Prabhu Seminary.
- 137. Harichand Balkrishna, Clerk in the G. I. P. Railway Office.
- 138. Sorabji Mancherji, Editor of the *Jam-i-Jamshid*.

139. Pestanji Ratanji, Merchant.
140. Pestanji Dhanjibhai, Private Schoolmaster.
141. Shapurji Ardeshir, Assistant Broker, Messrs. Ritchie, Stenart, and Co.
142. Ragunath Ganpat, Ex-Student of the Elphinstone College.

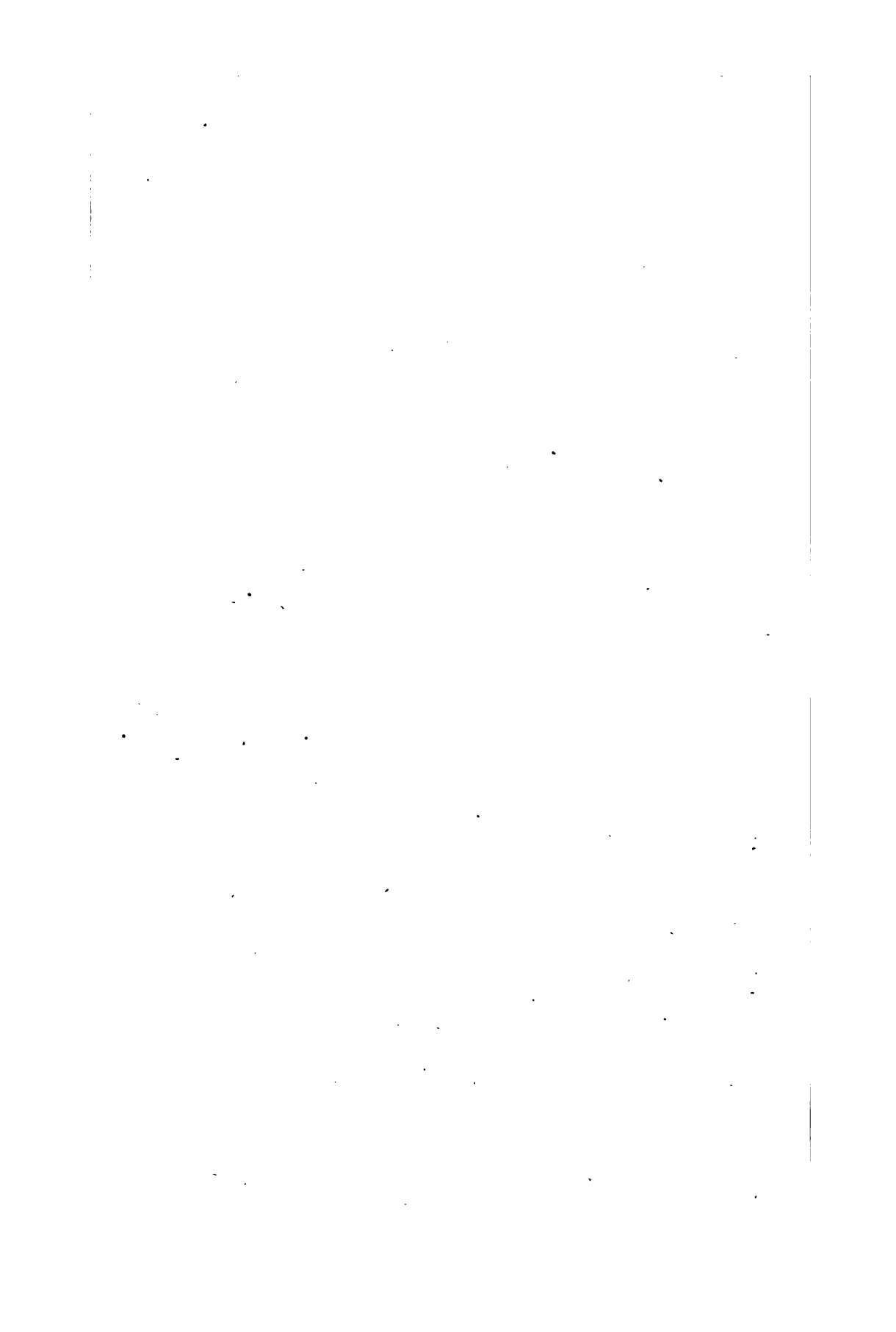
(Admitted in 1854.)

143. Howard, Edward Irvine, M.A., Barrister-at-Law.
- o 144. Parshuram Vishnu, Assistant Master, Government School, Rutnaghry.
145. Nanabhai Bamanji, Merchant.
146. Barjorji Framji, Clerk in the Military Board Office.
147. Govind Ramchandrar, Clerk in the Civil Auditor's Office.
148. Mungaldas Nathubhai, Merchant.
149. Hormazji Naurozji, Mercantile Clerk.
150. Framji Behramji, Assistant Master, Elphinstone Institution.
151. De Souza, Louis, Proprietor of a Printing Press.
152. Mancherji Merwanji, Assistant Master, Elphinstone Institution.
153. Manekji Dorabji, Assistant Master, Sir Jamshedji's Institution.
154. Ardeshir Jamshedji, Graduate of the Grant Medical College.

(Admitted in 1855-6.)

155. Fraser, A. G., Professor, Principal of Sir Jamshedji's Institution.
156. Wasudev Pandurang, Uncovenanted Assistant, Secretariat.
157. Javirilal Umashankar, 3rd year's Student, Elphinstone College.
158. Nashirwanji Chandabhai, Schoolmaster in Chief Engineer's Office.
159. Khurshedji Nashirwanji Cama, Merchant.
160. Pestanji Naurozji Pocha, Merchant.
161. Dhanjibhai Framji Patell, Merchant.
162. Khurshedji Dinsha, 2nd year's Student, Elphinstone College.
163. Miles, George, Clerk in the Secretariat.
164. Govind Balkrishna, Clerk in the Bombay Collector's Office.
165. Ardeshir Manekji, Clerk to Messrs. Wallace and Co.
166. Dosabhai Ratanji, 2nd year Student, Elphinstone College.
167. Bhawany Vishwanath, Clerk, Commissary General's Office.
168. Sakaram Sadashiv, Mercantile Clerk.
169. Sorabji Rustamji, Press-Reader, *Bombay Gazette*.
170. Rustamji Edalji, Clerk to Messrs. Wallace and Co.
171. Hormazji Dadabhai, 1st Normal Scholar, Elphinstone College.
- o 172. Pirosha Kavasji, Assistant to the firm of Messrs. Cama and Co., Canton.
173. Sorabji Palanji, 3rd year's Student, Elphinstone College.
174. Rustamji Ardeshir, 4th year's Scholar, Elphinstone College.
175. Sorabji Rastamji Mody, Clerk to Dr. Dallas, Solicitor.
176. Dosabhai Khurshedji, Merchant.
177. Sorabji Framji, 3rd year's Student, Elphinstone College.
178. Ramkrishna Gopal, 2nd Normal Scholar, Elphinstone College.
179. Venayak Narayan, 2nd Normal Scholar, Elphinstone College.

180. Bhujangrau Krishna, 3rd year's Student, Elphinstone College.
 181. Ardeshir Dhanjibhai, Mercantile Clerk.
 182. Aher, Henry, A.B., of Trinity College, Dublin; Civil Engineer; Acting Superintendent of Repairs.
 183. Vrijbukandas Dayaram, Vakeel of the Sudder Adawlut.
 184. Dhirajlal Mathuradas, Vakeel of the Sudder Adawlut.
 185. Pestanji Jehanghirji Lamna, Godown-keeper, Messrs. Pollexfen and Co.
 - o 186. Rustamji Hirjibhai, Student in University College, London.
 187. Morlidhar Girdhar, 2nd Normal Scholar, Elphinstone College.
 188. Narbadashankar Lalshankar, 3rd year's Student, Elphinstone College.
 189. Tribhuwandas Dwarkandas, 3rd year's Student, Elphinstone College.
 190. Karsandas Madhaudas, 2nd year's Student, Elphinstone College.
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Students' Literary and Scientific Society.

DISTRIBUTION OF PRIZES FOR THE YEAR 1854-5.

THE annual distribution of Prizes to the Girls' and Boys' Schools, under the superintendence of the Society, was held in the Town Hall on Wednesday the 4th of April, at 5 P. M.; the Right Honorable THE GOVERNOR presiding.

Lady Leeke and Lady Jackson were seated on his Lordship's right; and on his left were Rear-Admiral Sir Henry Leeke, Sir Charles Jackson, and Mr. Jugonnath Sunkerset. Ample accommodation had been provided for the vast number of visitors of all classes and creeds invited to attend.

His Lordship, attended by his personal Staff, entered the Hall shortly after five o'clock, and walked round inspecting the Classes with great interest, and appeared to be much delighted with the neat and elegant appearance of the children. His Lordship having taken the Chair, the interesting proceedings of the evening were opened by the *President*, R. T. Reid, Esq., Barrister-at-Law, reading the following

ADDRESS.

MY LORD,—I have the honor to present to your Lordship, as a contribution to the enlightenment of the people entrusted to your Lordship's government, the following publications:—60 monthly issues of a knowledge-diffusing (*Dnyān-prasāra*) Magazine in the Marāthi language; 65 numbers of a similar publication in the Gujarāti language; 4 pamphlets on various topics of social reform; Nos. I. and II., of which the former has passed through

two editions, in each of the above languages, of a School-series entitled *Dnyān-bodhak*, or Knowledge-imparters, No. III. in one language being also now ready for the press ; 2 Books of Moral Songs for the use of girls ; and lastly, the gratifying spectacle of no less than 1,087 children of both sexes, of whom 740 are girls, at present receiving gratuitous instruction, as their predecessors have been for the last six years, in reading, writing, arithmetic, singing, geography, history, popular science, domestic industry and morality ;—all the results of leisure-hour labour, cheerfully devoted to their country by a voluntary association of educated young men ; a result, I will venture to assert, unprecedented in the history of education in this or in any other country.

EDUCATIONAL ASPECTS IN 1848.

Your Lordship has been too accurate an observer of the currents of opinion in India, Native as well as European, not to have noted at what a discount what was called "English Education" was held in the Bombay Bazar some seven or eight years ago. Ostensibly barren of good results, moral, social, or even material, and "procreative but of pertness and of Purvoes," grave doubts of its utility were expressed in the highest quarters. In the eyes of a large and influential class, the Christian Missionaries of almost every denomination, the Government system had the additional blemish of being what is called 'secular.' I remember having been much struck, soon after my arrival in Bombay, with a homily in the *Oriental Christian Spectator* on the depravity of human nature, in which the Editor quoted, in support of his peculiar views as to the inadequacy of mere secular instruction to produce any permanent beneficial influence on the character, a letter received from an educated native, who admitted that men of his class were degraded *pariahs* in a moral point of view. I subsequently learned, to my astonishment, that that young man was then holding a stipendiary Normal Scholarship in the so-called 'Academical Department' of the Elphinstone Institution, where, under the system of triennial scholarships which then prevailed, he had bound himself for two successive periods, of three years each, to receive such doses of what he

deemed to be rank moral poison as his masters might consider it expedient to prescribe.* No wonder, then, that the *Bombay Times* weekly teemed with articles deploring the "useless system of education, which, by bribing with Scholarships youths to continue at College after they had learnt all that they wanted [namely the qualifications necessary for a writing-clerk], was giving an artificial stimulus to the formation of a *class of men that were not wanted*." It was by no means pleasant, however, for the instructors of "those stuffed specimens" to be reminded of "the half-starved ryots" who were made "to pay for imparting information to those who have no use for it; and then again to saddle them with payment of a servant of Government of a kind not desired by them."


Such were the unpromising aspects then presented as the results of English Government education in Bombay. But beneath this arid surface were slumbering unsuspected riches,—treasures

* I here extract the greater part of the letter alluded to, which is quite a literary curiosity in its way:—

"*Native Converts; the Infidelity of the Youth educated at the Government Institutions in Bombay.* By a Parsi.—From the *Oriental Christian Spectator*, for June 1848.

"Though not brought up in any one of the very many *Institutions* that at present are being on the pathway of regenerating India from that *intellectual winter* which now obtains among her sons, nor in any way connected with them, I, a mere spectator, entertain an ardent admiration of their philanthropic exertions, and profess as profound a respect for the singleness of purpose which actuates them [meaning probably the *missionaries*] as any one, &c.

"While in this matter, I deem it advisable to take on hand a subject which I had long been boiling with a desire to have an opportunity of bringing to your notice; but circumstances over which I had no control prevented my doing so earlier. I allude to the mischief which the Government system of education (unaccompanied as it is by the salutary *panacea* of religion) has been the means of producing. * * * How many are there of my own individual acquaintances (Ho! most sadful to relate, some of them my bosom friends) who are tainted with the former vice. ["The hot spirit of youth, prone to repudiate every institution having the sanction of hoary antiquity."] They can spout Shakespeare, expound Bacon, and read Milton to the very soul. They can elaborately lecture you on the mischief caused by the ascendancy of passion over reason, and wax most eloquent in the evils which such a state of things will bring about. They can supply you with a code of excellent maxims for the guidance of your conduct in critical junctures. But what after all? What effect has all this trash of education on their individual self? What could it be but that of setting them like *pariah* dogs—against all the Institutions—the heirlooms bequeathed them by their ancestors."

 This is a sensible *bona fide* paper.—Ed. of O. C. S.

of love and of duty, of earnestness and of industry, which required but a little cherishing to produce abundant fruit. The seeds of improvement had been planted in a rich soil; but to assume organic form, and draw life and vigour from the surrounding elements, they needed the softening rain of sympathy. The faculties of the young men had grown torpid from want of healthy exercise. They lacked faith in human nature, and in themselves, to shape into conviction the fleeting aspirations of their generous souls, and the moral courage which transmutes conviction into action. To foster a more healthy tone of mind, by insisting that indolence and apathy lead only to moral suicide, and by placing in a clear light the sure results of self-reliance, the steady progress of self-advancement, and the golden crown of self-respect; to hold forth the torch of Hope, and to kindle the flame of a generous enthusiasm at the high altar of Duty;—such were the objects contemplated in founding the Students' Society; and the abundant success which has crowned its labours—a success which has far exceeded all that its most sanguine well-wishers could have dared to hope for—furnishes a striking instance of the purity and plasticity of the material, and eloquently reproaches those persons who are in the habit of declaiming against the incapacity and the indifference of “the Natives,” yet think it beneath their dignity to give them, what they most stand in need of, a few words of direction and of kind encouragement.

THE “NATIVE LITERARY SOCIETY.”

It was during the May vacation of 1848, two months after our arrival in Bombay, that my much-regretted friend, the late Professor Patton, and myself, determined to attempt something of this sort. There was then in a very languishing condition a sort of historical debating club called the *Native Literary Society*, where the merits of the ‘dire Hannibal’ and the guilt of Brutus were occasionally discussed. One visit to this Society was enough to satisfy us of its utter want of adaptation, either to the necessities of the students, or to the position in which they stood with respect to their country. The question before the meeting was, ‘whether Cæsar was or was not a great man.’ The cham-

pions of the affirmative had read their speeches on a former night, and their opponents now came forward with written answers, which were expected to provoke on some future occasion written rejoinders! In the place of this sickly exotic was fixed a plant more suited to the soil, which with tropical luxuriance grew up, in less than three years, into a goodly tree, beneath the wide-spreading branches of which hundreds of both sexes, adults as well as infants, were congregating to enjoy the life-bestowing fruits of knowledge.

OUR FIRST SESSION.

It was proposed that the business of the new Society should be conducted by the reading of Essays on literary, scientific, and social subjects; and by discussing the topics introduced in a conversational manner. It was considered prudent not to open the Society, at first, to others than Professors, Masters, Students, and Ex-students of the Elphinstone Institution; and also to exclude from the sphere of discussion all questions connected with the politics of the day, as well as all matters of religious controversy. At the close of the first Session, in May 1849, 46 students,—being double the number of the original members,—were enrolled. 20 meetings had been held, at which 35 Essays were read and discussed—most of the questions treated of being of a social character.

VERNAACULAR BRANCHES ORGANISED.

In September 1848—three months after the foundation of the parent Society—two vernacular Branches were organised, under the Sanskrit appellation of "*Dnyān-prasāraḥ*," or Knowledge-diffuser, and styled respectively *Marāṭhi* and *Gujarāṭi* from the language used by each as the medium of communication. The object proposed by their foundation was "to promote the diffusion of knowledge among the uneducated masses, by the reading and discussing of Essays on literary, historical, and social subjects; by Lectures on physical and chemical science, accompanied by experiments; and by the publication of a cheap monthly periodical literature, suited to the requirements and tastes

of the people." The nature of the connexion which exists between these Vernacular Branches and the parent Society is explained in the Reports of the Managing Committee:—

"In this Society, all who become members are expected to contribute. They come here to give, as well as to receive, information. This is a Mutual Improvement Society. In the Branch Societies, the members of this Society go out among their brethren as teachers. The knowledge which they discuss and digest here, they there convey, through the medium of a common language, to their less fortunate brethren, who have neither access to the walks of knowledge, nor time to devote to its pursuit."—*First Report*, p. 8.

"The superintendence which this Society exercises over those bodies has, you are aware, been freely delegated to us by the Societies themselves. Each Branch is represented here by its President, who enters this Society as *ex officio* Vice-President, and Member of the Managing Committee. The Societies are entirely independent of this meeting as regards self-government, and the management of their internal affairs. But at the same time we shall always consider it our duty to express ourselves with entire freedom, whether in praise or in censure, concerning all matters which are likely to exercise an influence on the interests of the commonwealth at large."—*Third Report*, p. 26.

LECTURES ON POPULAR SCIENCE.

In those Branch Societies almost every topic of popular science has, in its turn, been lectured upon, illustrated with experiments, or otherwise familiarly expounded: the air-pump, the balloon, and the magic lantern,—the mariner's compass, steam, and the electric telegraph,—the properties of food, and the laws of health,

"And somewhat of the frame, the rock, the star ;
Electric, chemic laws ; and all the rest."

DISCUSSIONS ON SOCIAL REFORM.

Still more important in their effects are the teachings on social matters. It is proposed to discuss some favourite theme: let us suppose "The advantages to be derived from foreign travel," or "The unhappy results of early marriages." Notice of the debate is given in the daily or weekly newspapers, written in the language of the orators,—newspapers of which the orators themselves, or their friends, are, in most cases, the editors. Four or five hundred individuals of various classes and creeds eagerly

through to listen. The discussion is conducted for hours; it has sometimes happened for consecutive meetings. The representative units of the unleavened masses listen, at first with astonishment, then with interest, and finally, let us hope, with delight and gratitude; and, when the meeting breaks up, return home to their respective circles, determined, as far as their influence and authority extend, to carry out the recommended reform.

VERNACULAR MONTHLY MAGAZINES.

The substance of the fruitful idea now undergoes a further process. The raw material of the argument assumes the form of an Essay, and is printed in the "*Dnyān-prasāra*" (knowledge-diffusing) *Magazine*, contributed by the *quondam* orator, now one of a band of editors, as portion of an intellectual banquet furnished monthly to tempt the appetites of readers, as well in the Island, as in the remoter districts of the Presidency, where the language of such publication is the vernacular; and here it is served up, side by side with the Lecture on popular science,—which also appears more methodically arranged, and illustrated with woodcuts (from the stereotypes of the Messrs. Chambers, or of Mr. Parker of the *Saturday Magazine*,—or with an Essay on the ancient History of Persia, or on the Cave-temples of India, —or it may be with one of a series of practical papers on the arts and manufactures;—and followed, perhaps, by a scene or two from a Marāthi verse translation of one of the graceful dramas of Kalidas by our friend Bhaskar Damodar,—or if the publication be in the language of Gujarāt, by a soft-toned yet spirit-stirring poem on the culture of woman, composed by Dalpatram, or by Manmohandas.

And I may here, in passing, allude to the beneficial influence which the Society exercises, in common with the Vernacular Translation Societies of *Gujarāt* and of the *Dakhan*, in directing into proper channels the spirit-stirring effusions of such native geniuses as Dalpatram Dayaram—

"Poets whose thoughts enrich the blood of the world."

In this work we have derived much assistance, in a pecuniary

way, from the discriminating patronage of those good friends of social reform, who occasionally propose *Prizes* for Essays on various subjects;—such as that now about to be published in Gujarâti, at the expense of a *Parsi* gentleman, on the “Remarriage of Hindu Widows;” or that on “Foreign Travel,” for which a prize was awarded by the *Budhivardhak Sabha*, one of our Branch Societies, two years ago, and of which one thousand copies were sold.

ORIGIN OF THE GIRLS' SCHOOLS.

But to return to the Girls' Schools: The second Session of the Society opened in August 1849. The Essays on the first night of meeting were:—

No. I.—*The Duties of a Teacher*, by Dadabhai Naurozji.

No. II.—*Female Education, Part II.*, by Behramji Khurshedji.

The subject of Female Education had by this time excited a considerable degree of attention. Numerous Essays had been read and discussed, on, Social Condition of Women in India,—Disadvantages of Early Marriage,—Folly of loading Children with valuable Ornaments; and other kindred themes. The subject had been taken up by the newspapers, English and Vernacular,—the editors of some of the latter being members of the Society. The interest of many, the curiosity of all, had been thoroughly awakened. Behramji's Essay came in proper time. It was brimful of enthusiasm. His earnest appeal—accompanied, in the impressive oriental style, with a prayer to the Almighty—to *do something*, met with a hearty response. “Let every student here present use his influence with the members of his own family to get one pupil at least;” “Yes!” responded scores of voices. “Let us teach the schools ourselves, and show that we are in earnest;” “Yes! yes!” exclaimed all.

“THE VOLUNTEERS.”

It being thus resolved to make a beginning, every one saw the importance of selecting proper persons to carry out the experiment. On this selection, in fact, to a great extent depended the success of the undertaking. Any record of this movement, how-

ever brief, would be imperfect without some mention of the young men, all either Scholars or Masters, in the Elphinstone Institution, who so enthusiastically devoted two or three hours daily, for six or eight months, to the work of instruction.*

The prudence and caution which these youthful reformers displayed, in applying themselves to the laborious details of their self-imposed task, were as admirable as the generous enthusiasm which sustained them throughout its performance. Carefully did they prepare themselves for their duties, by reading every work on practical education within their reach, and by holding frequent meetings to consider how best they might instruct the children that were entrusted to their care. Their design was not simply to teach reading and writing, but to give such an education as would have an influence on the whole character.

PROFESSOR PATTON'S CIRCULAR.

School-rooms were soon secured, most of them at first rent-free; and a few families, chiefly friends or connexions of the students, promised, by way of trial, to allow their little girls to attend. The President, Professor Patton, then drew up a brief prospec-

* VOLUNTEER TEACHERS IN THE GIRLS' SCHOOLS.

[Marathi] Hindu Schools.

From October 21st 1849, to March 25th 1850.

School.	Teachers.	Their College rank.
No. 1 ...	{ Bhaskar Damodar.....	8rd year student.
	{ Sakharam Dikshit.....	Marathi Master.
No. 2 ...	{ Dhondev Trimbak.....	2nd year student.
	{ Narayan Vishnu	2nd year student.
No. 3 ...	{ Mahadev Govind	Sanskrit Master.
	{ Shamrao Tatia.....	2nd year student.

Of these 6 Hindus, the first 5 are Brahmins.

Parsi Schools.

From October 21st 1849, to July 5th 1850.

School.	Teachers.	Their College rank.
No. 1 ...	{ Behramji Khurshedji	8rd year student.
	{ Jahangir Hormazji	8rd year student.
No. 2 ...	{ Ardeshir Framji	Assistant Master.
	{ Palanji Framji	8rd year student.
† ...	{ Jahangir Barzorji.....	4th year student.
No. 3 ...	{ Dadabhai Naurozji	Assistant Professor.
	{ Edalji Nasarwanji	8rd year student.

† Since amalgamated with No. 2.

ing, setting forth the nature of the instruction proposed to be communicated, and indicating the locality and the teachers of each school.*

Public attention was now prominently drawn to the movement by all the European newspapers in the island; but more particularly by the *Bombay Times*, in a series of well-timed and good-natured articles, which contributed not a little to shed around our early labours the sunshine of public approval.

NATIVE FRIENDS.

The first native friend of the cause unconnected with the Society was Mr. Jugonnath Sunkerset, for many years a member of the Board of Education, who showed his approbation of our proceedings in the most unequivocal manner, by giving a beautiful little cottage in his own compound to be used as a school-house,—which it has been ever since, *rent-free*,—an example subsequently followed by other native gentlemen.

But it was the generosity of the “*four Parsi gentlemen*” that first enabled the Society to appoint *paid* masters. These good

* (CIRCULAR.)

“The Members of the Students’ Literary and Scientific Society, deeply impressed with the necessity of Female Education, and anxious to contribute, as far as in their power, to its dissemination among the people of this country, have established seven *Girls’ Schools*, from the 1st October last.

“The Society is anxious to draw the attention of those parents who have already promised to send their children, and of such as may still wish for further information, to the following particulars regarding the schools; and they feel confident, that the character of the teachers, and the nature of the education to be communicated, will command the sympathy and support of all who are interested in the regeneration of India.”

“It is usual in elementary schools to teach only reading and writing; but these, although important as contributing to future progress, have no influence on the moral and intellectual nature, and consequently have little title to the name of education.”

“In the schools of the Society the chief attention will be given to the *culture of the moral nature*, under which is included the formation of habits of order, propriety, and cleanliness; and this is proposed to be effected chiefly by means of moral tales, read by the masters, which will interest the children. In the *mental culture*, every effort will be made to form habits of observation by means of lessons on familiar objects, such as animals, trees, &c.; and the Society hope that in a short time they will have attached to each school a small museum and a collection of pictures, which will cultivate not only the senses, but also the taste.” * * *

men, whose breasts the devoted labours of the volunteers, now five months at their work, had inspired with a noble confidence, placed at the disposal of the Committee a sum of Rs. 4,800; which, with larger sympathy than one usually encounters in India, where the charity of individuals seldom ventures beyond the confines of cast, they proposed should be expended in maintaining all the schools then opened, *Hindu* as well as *Parsi*, for a period of two years; at the expiration of which period it was thought "the public would not willingly let them die."

THE GIRLS' SCHOOL-BOOKS.

The frequent meetings of the volunteer teachers, who came together to compare notes and discuss the principles of instruction, led to the preparation of a little school-book, which, after having been for some months used in manuscript, was published simultaneously in Maráthi and in Gujaráti.*

The "*Girls' First-Book*" was subsequently much improved, and in the following year re-appeared under the title of *Dnyán-bodhák*, or Knowledge-Imparter, No. I.,—the first of a series of elementary books for schools of both sexes, illustrated with woodcuts; arrangements having been made with the Messrs. Chambers, of Edinburgh, and with Mr. John Parker, of the Strand, London, to supply the Society with selections from the stereotypes of the engravings used in their popular publications.

No. III. of this series is now ready for the press. And the Board of Education for the Bombay Presidency has subscribed

* The following is portion of a favourable notice taken of it in the *Dnyán-odaya*, a most instructive bi-lingual periodical in Maráthi and English, issued twice a month by those excellent men the American missionaries :—

"This, so far we are aware, is the first attempt, on the part of the Natives of Western India, to prepare books or to establish schools for females. Hence, all who care for the welfare of the Native population will regard these efforts with interest, and wish them abundant success. The young men who have taken the lead in this enterprise, as well as the teachers under whose advice they have acted, are deserving of much praise. And if they continue to manifest the same zeal as heretofore in behalf of this most important object, they cannot fail to accomplish a great amount of good. * * *

What we desire to see is not simply a few schools scattered here and there, but a radical change of feeling throughout the entire community in reference to the position which woman should occupy."—*Dnyán-odaya*, October 15, 1860.

for 1,000 copies of each issue; thus exhibiting the pleasing spectacle of a council of public instruction recognising some of the beneficial influences of its system of education displaying themselves, in the happiest form of spontaneous development, as the gratuitous self-imposed labours of its own *élèves*.

RETROSPECT OF GIRLS' SCHOOLS FOR 1849-50.

In the Report of the Society for the second Session, I endeavoured briefly to sketch the progress of the schools from their foundation to the close of the year 1850:—

“ Within the last fifteen months the Society has undertaken the important task of establishing six Girls' Schools. Regarding the course of instruction pursued, the average attendance in each of the schools, and other particulars, full information will be found in the Special Reports which follow,—drawn up by the Vernacular Secretaries. A brief summary will be sufficient here.

“ The hours of instruction were at first from 7 to 10 A. M., as the tuition was entirely conducted by volunteer teachers, members of the Society, all of whom were otherwise engaged during the greater part of the day. After five months regular paid masters were appointed to the [Marathi] Hindu schools, and after nine months to the Parsi schools; and they have since been kept open from 9 A. M. to 4 P. M. daily.

“ When the schools were instituted on 21st of October 1849, there were in the Hindu schools 24 pupils, and in the Parsi schools 44. During the last six months the numbers in the Hindu schools have been fluctuating: at the close of last month the names on the list were 105; while the numbers in the Parsi schools have increased to 203;—making a total of 308 children attending 6 schools.

[CONTRASTED WITH “THE BETHUNE SCHOOL.”]

“ There is yet one point connected with the schools which we feel some delicacy in noticing; but as it is one concerning which the public press, while for the most part affording us the kindest and most flattering assistance, has fallen into some degree of error, we may perhaps be allowed to make a very cursory allusion to it. It has been assumed that the movement in the cause of Female Education, which we sought to initiate, was scarcely likely to succeed, unless assisted by the prestige of rank and of political and social influence. That prestige of this description is very powerful in India, it would of course be idle to dispute; but, in the establishment of girls' schools, the extremely sensitive prejudices which were to be encountered were evidently far less likely to alarm at a project originating among the people themselves, and at first carried out by gratuitous teaching from the same quarter.

"The two systems have now been tried, the one here and the other in a sister Presidency [Bengal]; and they may be tested by the results, which will show, it is believed, that neither great influence nor the greatest liberality *ab externo* has been able to compete with the confidence inspired by the spontaneous and devoted efforts of young men, sprung themselves from the classes which they sought to influence."

THE BUDDHI-VARDHAK HINDU SABHA.

In April 1851,—a few months after the above retrospect was written,—a new vernacular Branch Society was organised, which by its title proposed to *make-to-grow the intellect* of the Hindus. Its meetings were all held outside the Fort, in the thick of the Gujarāti population. The first Lecture on *Female Education* excited so much opposition, that the discussions extended over four successive nights of meeting. The Essay was immediately published in the form of a tract, of which no less than 1,500 copies were sold, and many also distributed gratis. Several other papers on kindred themes were read and discussed during the Session.

GUJARATI-HINDU GIRLS' SCHOOLS.

The result of these exertions was that a school was opened, outside the Fort, on the 16th June 1851, specially designed for the instruction of the daughters of the great trading casts of Gujarāt, —heretofore considered the least accessible of the races of Western India to the influence of European civilisation and modes of thought.* Several grown-up females, it appears, visited the school, for the purpose of forming an opinion for themselves regarding the nature of the instruction imparted; and "being greatly delighted (according to the report of the superintendents) with the studies, and with the moral tales which the girls repeated, they conversed among themselves on the subject, and many

* After pointing out the great improvement effected in the conduct and manners of the children attending this school, the master observes:—"From my own personal observation, it appears to me that most of the girls, when they entered the school, could not have known whether it was proper or improper to abuse their parents or their preceptors; and when one of them was asked whether an abusive word should ever be used; her reply was that *one ought to have four in return!*"

who had been prejudiced against female education became satisfied of its importance."

On the 2nd of July 1854 a second school was opened for the benefit of the same casts within the Fort ;—Mr. Mungaldas Nathubhai contributing Rs. 200 per annum, together with school-room accommodation.*

ORIGIN OF THE BOYS' SCHOOLS.

The boys' schools—of which there are at present 6, attended by 347 pupils—with the exception of one school, already founded, which was placed under our superintendence, sprung up—chiefly during the year 1851—nearly in the same localities as the more important girls' schools, from their proximity to which they enjoyed many advantages.

The five† boys' schools founded by the Society have all been established on a *self-supporting* plan. Poor children receive instruction free ; while those boys whose parents can afford it, pay according to their means, from half-a-rupee to two rupees a month. In this way the well-to-do people of each district support schools, where children of poor parents are educated gratis, without being called upon to pay more for their own children than they would have to pay in private schools ; and the Society, which is merely called upon to bestow its superintendence, which it does most cheerfully, and to give an occasional present of books, maps, and school-pictures, has the satisfaction of thus promoting, to some slight extent, the general elevation of the masses.

AID FROM LORD FALKLAND'S GOVERNMENT.

During the same year (1851) we had the satisfaction to learn that the Government of your lordship's predecessor had recorded

* See Report of the Managing Committee for 1854-55, para. 6.

† All the present boys' schools are *Gujarati*. There were also in the year 1852 two schools for *Mardhi*-speaking boys (see *Third Report*, p. 42) ; but unfortunately they were allowed to die, chiefly, it would appear, from the neglect of their local patrons.

that, they regarded the spontaneous institution of our *Girls' Schools* —“as an epoch in the history of Education at this Presidency, from which, it is to be hoped, will in due time be traced the commencement of a rapid, marked, and constant progress.”

In our annual Report,—while recording our obligations to the subscribers to the *Franji-Kawaji* Testimonial, who, at a public meeting, had resolved that “the funds which have been already collected, and such others as may be subsequently added, be appropriated to the formation of a Museum in connection with the Students' Society,”—we expressed a hope that Government would be pleased to take into consideration the claims of our Society to a contribution from the public funds, in order to enable us to erect a suitable *Building*, with sufficient accommodation for lecture-rooms, a museum, and a public library. This request was promptly complied with; and a sum of Rupees 4,000 was granted, to be added to the Building Fund, for which Rs. 10,000 had already been subscribed, owing chiefly to the exertions of our enthusiastic friend Major French—to whom, upon his leaving India in December 1851, the Society presented an address. The want of a piece of ground in a sufficiently central locality, still, however, I regret to say, presents the same impediment which I had to record *two years ago*.*

GRANT-IN-AID REQUIRED.

Before the close of the year 1851 all the schools of the Society, girls' and boys', had been located in clean and airy apartments; supplied with school-furniture, with pictures, with maps, and with school-books compiled expressly for the purpose; and placed under the instruction of intelligent and enthusiastic teachers, and under superintendents appointed from our own body to visit and examine them. In February 1852 there were 545 girls and 292 boys on the rolls. Since then, though with occasional fluctuations,

* See Report for 1854-55, para. 12; and compare Mr. Lumsden's letter (No. 578 of 1852) in *Third Report*, p. 70, announcing the donation, and saying:—“The decision of Government, on the request of the Committee, that Government will grant them a *piece of ground*, as a site for the proposed building, will be separately disposed of, and communicated to you hereafter.”

they have steadily been advancing in numbers ; and I would venture to predict that the attendance would be more than doubled in one year, if we were to receive from Government a liberal *Grant-in-aid*, to which we have undoubtedly many claims, after having for six years maintained these schools by the self-imposed labours of our members, generously aided with *funds* by the public of all casts and creeds, but more particularly by the European and the Parsi merchants of Bombay.

WANT OF FEMALE TEACHERS.

The great drawback at present evidently is, that, with the exception of a few *girl-monitors*, all the instruction of the schools is conducted, superintended, and planned by *men*. While this continues it cannot perhaps reasonably be expected that children will be allowed to continue in our schools to a more advanced age than that at which they are generally removed at present, namely between the ages of 10 and 12, at which time of life the education of girls in some European countries may be said to have scarcely commenced.

The great desideratum, then, clearly is a class of properly qualified native female teachers ; but it is not so easy to discover how this deficiency is to be supplied in the present state of native feeling.

THE LADIES' COMMITTEE.

In the opinion of many, the Ladies' Committee, projected, in October 1852, by the ever zealous friend of the Society, Sir Erskine Perry, was calculated, in some measure, to expedite the appearance of such a class ; and some of our most active members hailed with pleasure the formation of that body, and were expecting that many suggestions tending to improve the character of the instruction afforded in our schools would emanate from it ; —as they knew and felt that women of superior culture could alone have any proper perception as to what might be most suitable and becoming for young persons of their own sex to learn. It might have been also fairly expected that the parents of the

pupils would feel proud of the pleasing interest which the education of their children had excited in the breasts of the accomplished ladies who had so generously proffered their aid and sympathy ; and lastly, that the little girls themselves would feel highly gratified, and be much encouraged in their studies, by the kind attentions of their European visitors.

OPPOSITION TO ITS WORKING.

The members of our Managing Committee, however, were by no means agreed upon the subject. Some considered the movement premature from the beginning ; and others, who were at first inclined to approve of it, were ultimately driven to the same conclusion by the unmistakable symptoms of opposition which, at the bare announcement of the project, were manifested by the native community—more especially by the Parsis.

Some ill-disposed Gujarâti journals, reflecting the apprehensions entertained by the unenlightened portion of the Parsi population,—apprehensions which it is scarcely possible to imagine that the editors themselves, being tolerably well-informed persons, could have participated in,—represented the matter as a sort of conspiracy to introduce the “ English language and English manners ” into the schools ; and, as the result of such innovations, predicted the most alarming consequences.*

* The following specimen from the *Chabuk* (or *Whip*), the Parsi *Satirist*, is very amusing ; especially the Vision of Judgment,—Sir Erskine Perry on the Bench, expecting, with ill-concealed malignity, the arrival of the luckless husband, whom his termagant spouse, vociferating in terrible English, “ Knowledge is Power ! ” triumphantly hurries into Court to answer her claim for separate maintenance :—

“ Our readers are aware that when the Girls' Schools were first established by the Students' Literary and Scientific Society, many Parsis apprehended that the education of females would lead to bad results, unless it were to be conducted in private, *as was the custom of our forefathers.* (?) That Society, however, succeeded in persuading us, by assuring us that *English learning* would not be taught in their schools, and that English manners and customs would not be introduced : the instruction was to consist merely of reading, writing, and sewing.

“ Many Parsis, being deceived by this assurance, sent their children to these schools. Some months since, however, we observed, at the annual examination of the schools, how much *show* was made, and how much of English manners and *English liberty* was allowed to be introduced. Then it was that many wise

"GIRLS' MAGAZINES" SUGGESTED.

In connexion with this most delicate part of the subject, I ventured to throw out the following suggestions, when last addressing the Society in February 1853:—

"The failure of this project [the Ladies' Committee], however, must not cause us to forget the defect which it was supposed by some capable of, to some extent, removing. It is apparent that the beneficial effects of the children's early training must be to some extent neutralised by the premature check which their education receives; and it is the duty of our Committee not to stop short at this stage, but to endeavour to devise means by which female education may be continued to a more advanced age, if not in our schools, at least in the children's own houses. Perhaps it may be an effective plan to publish, and at first distribute gratis, entertaining monthly *Miscellanies* in Maráthi and in Gujaráti [the two principal languages of the Bombay Presidency], specially adapted for the capacity and taste of those young girls who yearly leave our schools, with sufficient preliminary instruction to profit by such a publication.

and far-seeing men began to apprehend that evil consequences alone would be the result of what they had seen.

"We now find, in the *Times* of last Saturday, that a Committee of English ladies has been formed for the purpose of superintending the schools—Mr. LeGeyt to act as their Secretary; and that each lady is to take upon herself the duty of reporting on the progress of instruction in *one* school!

"Readers, you may confidently expect, after a few months more, to see *another novelty*! We ask, what need have we of the superintendence of European and *Christian* ladies in schools where hitherto reading and writing in Gujaráti have only been taught, and these even imperfectly?—What loss do they sustain by the departure of Professors Patton and Reid?—what assistance have they given? All this smells wicked! and nothing but bad results can follow, as had been anticipated.

"What need is there of teaching *English morality* (!) and English manners and customs in these schools? Simple Gujaráti is quite enough. Why then should we have the superintendence of European *Christian* ladies? What advantage, what good, can result from teaching children English manners and customs? We positively assert, none whatever; and we shall confirm our prediction with *proofs* in a few years, *if we are spared*. (?) A lady amongst us once learned English, * * * The same may be expected of the children who are now receiving instruction in these schools. These girls, instead of living quietly with their husbands, will desire to *make slaves of them*. If they cannot succeed in this, they will drag them into Courts of Justice, to make a display of their talents, their civilisation, and the 'power' they shall have acquired by their 'knowledge'!

"We recommend the parents of the girls taught in these schools to be on their guard, or they will have to repent when too late! Did not our illustrious forefathers, and the wise men of old, give instruction to their girls in reading and writing in their own houses; and were not the household duties well conducted? All continued well. Thousands of years have passed by in peace and prosperity. But the time has now come when all shall be subverted. Powder well upon our words: We shall speak again!"

We have ascertained that some few of our pupils are in the habit of regularly reading the monthly Magazines published by the Vernacular Branch Societies ; but the papers which usually appear in those journals are not, it need scarcely be observed, of a character likely to interest young female readers in general."

This idea has happily taken root ; and a Committee for preparing monthly for publication a *Maráthi Girls' Magazine* has just been formed, and it is hoped may prosper and be speedily followed by other similar projects.

CONCLUSION.

It remains now, my Lord, that I express the gratitude of the Society to your Lordship, who so promptly consented to preside, and thereby to confer upon our labors the sanction of your name and position ; to the brilliant circle of ladies who so grace the occasion by their sympathetic presence,—and more especially to the two ladies on your Lordship's right [Lady Jackson and Lady Leeke], who have so kindly consented to distribute the prizes to our young pupils ; and lastly to the leading members of the community, of every class and creed, from whom we have received support and encouragement for the last six years, and who have to-day in such large numbers honored us by their attendance.

THE RIGHT HON. THE GOVERNOR then rose and said :—

Mr. President,—I assure you it was not my intention to have said anything here to-day, but it would have been impossible to have listened to your very eloquent and interesting address without catching some part of the enthusiasm by which it was inspired.

I have listened with great interest to your graphic sketch of the rise and progress of the Society which you, and your lamented colleagues, had the earnestness to institute, and the energy to work-up to its present state of efficiency and usefulness. It is plain to all that the results of Government Education are much more satisfactory now, than they were when you took it up seven years ago ; and it must be very gratifying to you, Sir, that your

praiseworthy exertions to organise the young men of Bombay for educational purposes have been so successful.

It is unnecessary for me to contrast the class of subjects now discussed by the young men, with those which were in vogue when you came amongst them. There can be no question of the great improvement effected in that respect. The *publications*, which you have laid upon the table, also speak abundantly of the industry and enthusiasm with which your pupils have been inspired. And lastly, the most gratifying spectacle, presented to us here to-day, of so many children of both sexes, but more especially the number of *girls*, who have been for so many years receiving instruction at the hands of your Society, would of itself alone reflect the greatest praise, upon you, and upon the Society which you have founded.—(*Loud applause.*)

A few of the upper classes of the Hindu and Parsi Girls' Schools were examined in reading, geography, and singing; after which the prizes were distributed by Lady Leeke, assisted by Lady Jackson.

REPORT OF THE MANAGING COMMITTEE.

(*Read 2nd April, 1855.*)

GENTLEMEN,—Your Managing Committee cannot signalise a more happy event for the Society, amongst the chequered occurrences of last year, than the return to India of the Society's ever zealous friend, Mr. Reid. And in selecting for your President for the present year one of its most active and influential founders, your Society has, in the judgment of your Committee, at once paid the handsomest tribute of gratitude at its command, and ensured the direction and valuable co-operation of a gentleman the best acquainted with the genius and requirements of your Society.

THE LATE PROFESSOR H. GREEN.

2. In melancholy contrast with the preceding, your Managing Committee wish to record prominently the deep grief with which your Society in particular—as in fact the whole community—were pervaded, at the sudden demise of our much regretted President of the last year, Professor Henry Green. In him your Society lost a warm friend and an able advocate of its most just claims, and one moreover who possessed a very extensive acquaintance with several departments of general Literature and of Science.

In the specific subject of Economic Science—which, for several years before his death, was that which most occupied the study and reflections of the late Professor—your Society had the benefit of receiving his views from his own lips, in a course of *Three Lectures*, since published, which he delivered in 1853, while occupying the President's chair of that year also. And while in those departments of intellectual discussion which are at the apex of philosophic speculation,—such as many questions of Metaphysical Science, the Nature of the Human Mind, and the Foundations of Morality,—widely different judgments were held

by some of the members of your Society, who ventured into those high and boundless regions of thought; still the boldness and magnitude of the late President's views, and the logical force and felicity with which they were presented, must have commanded the respect of every antagonist, convincing him that he was dealing with a mind of the greatest power and of a large share of originality.

In the very brief and inadequate sketch of the late Professor's characteristics here attempted, it would be a very great omission not to make mention, however slight, of one of his most amiable qualities,—the interest which he always manifested in his social speculations for bettering those classes of society who most require it: he was always the *poor man's advocate*; and wherever his economical courses deviated from the paths strictly deducible from the more general principles of the science, the disturbing cause could be generally traced without difficulty to the co-operating influence of that greatest of the virtues—the force of Charity.

To attempt to pourtray the affections which his converse with yourselves must have created in your bosoms, were a violation to your own feelings, Gentlemen, which your Committee will not be guilty of.

The Society, on assembling at the meeting which followed the Professor's death, as well to express their esteem and feelings of gratitude for the departed, as to record their sense of his services, resolved that no business should be transacted that night. At the next meeting you voted that no successor should be appointed, till the close of the session, to fill the late President's chair. And at a subsequent meeting, one of his many sorrowing pupils, Mr. Kaikhosru Hormazji, who had had the advantage of knowing the late President as his instructor, since shortly after his arrival in India, gave most appropriate expression to his feelings of gratitude and respect by reading a "Memoir of the Indian Career of the late Professor Green."

3. *Meetings*.—Since the election of office-bearers, which took place on the 11th of February 1854, ten General Meetings

have been held during the past session ;—the first being devoted to the reading of the Society's Reports.

4. *Papers*.—During the past year, eight papers have been read, namely, two very interesting Essays on Political Economy, with special reference to the views promulgated in Mr. Senior's three Lectures on the science, by *Bhaskar Damodar* ; two Essays, one on the writings of Macaulay, and the other on those of De Quincey, by *Darasha Dorabji* ; Notes on Botany, by *Mahipatram Rupram* ; and three Papers by *Kaikhosru Hormazji*, two on the State and Prospects of Native Education in the Bombay Presidency, and a third, above alluded to, since printed,* on the Indian Career of the late Professor Green.

5. Three Lectures on the Steam Engine were delivered by Professor *Dadabhai Naurozji*, one of the Vice-Presidents of the Society.

GIRLS' AND BOYS' SCHOOLS.

6. Your Committee had the pleasure to receive, in the latter part of June, a letter from Mr. Mungaldas Nathubhai, a young and rising member of the Bania community, offering the Society a donation of Rs. 200 a year, together with providing school-room accommodation, on condition of our opening in the Fort a school for the education of Gujarâti-Hindu girls. Though the annual expenses of conducting the school were estimated at Rs. 250, your Committee, in the hopes that other members of the Bania community would follow Mr. Mungaldas's example, accepted his proposal ; and the School was opened on the 2nd of July, seven days after receipt of the proposal. The average attendance of girls in this school has not yet exceeded 15, which was the number of pupils at the late Examination.

7. Your Committee think it necessary to speak of certain changes that have taken place with reference to the *Mazagon Boys' and Girls' School*. The school was opened at the request of some Parsi gentlemen, residing in Mazagon, on condition of their pay-

* The Indian Career of Professor H. Green, by Kaikhosru Hormazji : Published at the expense of an Admirer of the late Professor. *Bombay Gazette Press* ; 1854.

ing certain subscriptions every quarter, from which the expenses of the school were to be defrayed. In this manner the school was conducted for two years ; after which Mr. Framji Naserwanji, one of the chief contributors, discontinued his subscription. Some time after, another chief contributor discontinuing, your Committee was reluctantly obliged to defray the expenses of the school from the *General Fund* for female education. But that fund becoming rapidly exhausted in paying the expenses of the other girls' schools, it was resolved, as a temporary arrangement, to defray the expenses of the *girls'* teaching at Mazagon out of the annual proceeds of the *special* fund for *Parsi* schools ; and further to direct, that a fee of one rupee a month be paid by the *boys* attending the school.

8. The Examinations of all the girls' and boys' schools under the superintendence of the Society, were conducted with much care, during the end of December 1854 and the beginning of January 1855. The reports of the several examiners show a diversity in the progress of the pupils ; but the general results are very satisfactory.

9. As the reports of the several examiners have been read before the Society, and as the subject will shortly come again under consideration at the ensuing Exhibition, your Managing Committee consider it sufficient to mention, that the aggregate number of girls' schools is 9, and of pupils 739, and that of the boys' schools 6, and the number of pupils 347,—in all 1,086 pupils ; giving an increase of 135 among the girls, and of 3 among the boys, over the corresponding number of the preceding year.

VERNACULAR BRANCH SOCIETIES.

10. The special Reports of your Branch Societies afford much matter for congratulation. The list (subjoined to this Report) of *Lectures* and *Papers* during the past year exhibits a great variety of attractive subjects discussed at the meetings of each of the three Societies. Your Committee desire in particular to bring before your notice the untiring exertions of *Bhaskar Damodar*, Secretary to the *Maráthi Dnyán-prasáarak Sabha*.

LIBRARY AND MUSEUM.

11. The *Framji Kavasji Institute* is such a delicate matter, that your Managing Committee refrain from expressing their views as fully as the long-felt desideratum of Lecture Rooms, a Public Library, and a Museum, demand. Your Society has done some years ago* all that lay in its power to do; but Government, who so kindly and liberally responded to the request of your Society, have experienced more difficulty than was anticipated in granting a convenient site for the building required.

The insufficiency of the room we are assembled in to accommodate us, and its total inefficiency to illustrate subjects of Natural Philosophy, are felt at every meeting of the Society. Your Managing Committee regret also to say, that the energies and efficiency of our Branch Societies are in a similar manner crippled, as is

* "In last year's Report (of 1852) we recorded our obligations to the subscribers to the *Framji Kavasji* Testimonial. * * *

"We have also to announce that an amalgamation has been effected between the Library and Reading-room (Students' *Dnyān-Prasarak* Library) proposed to be established in connection with the *Framji Kavasji* Institute, and for which about five hundred (500) volumes, English and Vernacular, had been collected, and the *Native General Library*. This amalgamation was suggested by Sir Erskine Perry, who as patron of the *Native General Library* since its foundation in 1845, had given repeated proofs of the interest which he took in its success, and who has always been a steady friend and most influential supporter of our Society; and was agreed to with pleasure by the managers of both Libraries, who being aware that the objects originally proposed by the founders of each Library had been identical, were of opinion that a plan of combined exertion would work best. The following are the terms upon which this union was agreed to:—

"1st. That the Students' Library shall make over to the *Native General Library* all its English books, on condition of all present and future members of the Students' Literary and Scientific Society being admitted members of the *Native General Library*, on terms less than the ordinary rate by the amount of their monthly subscriptions (4 Annas) to the Students' Literary and Scientific Society; provided not less than thirty members join in the first instance.

"2nd. That the Students' Library make over their Vernacular and other Oriental books to the *Native General Library*, on condition that a *Public Vernacular Reading-room* be added to the *Native General Library*.

"3rd. That the New Amalgamated Library be transferred to the *Framji Kavasji Institute* when built.

"7 two-rupee and 38 one-rupee members had entered their names in the Library list before the 1st of January, besides which 12 members of our Society, who had already been subscribers at 8 annas or 4 annas a month, increased their subscription to a higher rate. We are now daily expecting to see the *Public Vernacular Department* of the Library opened."—*Report, read 19th February 1853.*

shown by the following extract from the Report of the *Gujarātī Dnyān-prasārak Mandakī* :—

“The attendance at all the meetings throughout the year was very encouraging, and difficulties and inconveniences were often felt from want of room. We doubt not but the audience would be doubled, if suitable premises were available for the purpose of holding our meetings. We beg to suggest to the Managing Committee of your Society the propriety of requesting the Framji Kavasji Institute Committee to expedite the completion of the proposed building as early as possible.”

12. Your Managing Committee trust that the importance of this matter itself will enable them to dispense with making any formal application to the *Framji Kavasji Institute* Committee ; and the more so as the Secretary of that Committee, Mr. Narayan Dinanath, is President of one of our Branch Societies ; and as the subject of education in general is now beginning to receive a more proportionate share of public attention.

LECTURES AND PAPERS IN THE VERNACULAR BRANCH SOCIETIES DURING THE YEAR 1854.

I.—MARATHI DNYAN-PRASARAK SABHA.

Lectures.

1. Indian and European views as regards Poetry in general, by Bhaskar Damodar.

2. The chemical and mechanical properties of Electricity, and its application to practical purposes, particularly in the case of Electro-gilding and Plating, and the Electric Telegraph, as now constructed in India, by Bhaskar Damodar.

3. Miscellaneous uses of Electric and Electro-magnetic Forces, by Bhaskar Damodar.

4—6. Political Economy, Parts I., II., and III., by Bhaskar Damodar.

Papers.

1. The Poets of India, by Bhaskar Damodar.
 2. The Eye and the Tongue, by Vishnu Ganeshram.
 3. What course of conduct is likely to be in accordance with the intentions of the Creator, (*communicated*,) by a Pupil of the Government School at Rutnaghiry.
 4. Outlines of the Life of Solon, by Vishnu Ganeshram.
 5. Sugar, how prepared and refined, by Narayan Bhai.
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II.—GUJARATI DNYAN-PRASARAK MANDALI.

Lectures.

- 1—5. Principles of Astronomy, by the *President*, Professor Dadabhai Naurozji.
 - 6—7. Lessons in Chemistry, by Kavasji Shapurji.
 - 1—9. Anatomy and Physiology, by Ardashir Jamshedji.
 - 10—11. Elements of Botany, by Edalji Nasarwanji.
 12. The Electric Telegraph, by Rustamji Pestonji.
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III.—BUDDHI-VARDHAK (GUJARATI) HINDU SABHA.

Lectures.

1. On Attraction, by Karsandas Mulji.
- 2—3. Elements of Anatomy, by Dhirajram Dalpatram.
4. On Chemistry, by Motiram Bhagubhai.
5. Oxygen and Hydrogen, by Ramdas Bhanji.
6. The Atmosphere, by Ranchoddas Girdharlal.

Papers.

1. The Advantages of Learning and the Disadvantages of Luxury, by Parbhuram Navalram.
 2. Patriotism, by Mahipatram Rupram.
 3. Beneficial results of Commerce, by Motiram Maneklal.
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4. On what do Profit and Loss in Trade depend? by Somnarayan Nandnarayan.
5. Disadvantages of Early Marriages, by Mansukram Narsidas.
6. Advantages of Commerce, by Somnarayan Nandnarayan.
7. The best mode of being relieved from the effects of *Kali-yug*, by Karsandas Mulji.
8. Of some obnoxious Customs among the Hindus, by Mansukram Narsidas.

R. S. SINCLAIR, LL.D.,

Secretary.

31st March, 1855.

**EXTRACTS FROM THE MINUTES FOR THE YEAR 1855-56 ;
WITH A LIST OF LECTURES AND PAPERS.**

Donation to the Girls' Schools Fund.—The Secretary read the following letter, stating that it was accompanied by Rs. 50 :—

“SIR,—The *Hindu Dramatic Corps*, from Sangli in the Deccan, performed one of their Plays for the benefit of the Girls' Schools of your Society, as the best mark of gratitude which they could return for the liberal support invariably afforded to them. Accordingly, one of their Plays was acted with this view on Tuesday, the 13th instant. We regret to say that the attendance was not good, and the income just equal to the expenses. We have, however, much pleasure in forwarding Rs. fifty (50), which we hope the Society will kindly accept as our humble contribution in furtherance of the noble cause which it has espoused, and which we trust will always flourish.—I have the honor to be, Sir, your most obedient servant, GOVIND DINKER KERMURKER, Manager of the Hindu Dramatic Corps.—Bombay, 28th February, 1855.”

The thanks of the Society were voted to the Hindu Dramatic Corps for their substantial proof of the interest they take in the cause of Female Education.—10th March 1855.

The Secretary presented to each member of the Society a copy of a “*Lecture on Notation*,” which bears the following dedication :—

“*To the Members of the Students' Literary and Scientific Society.*”

“GENTLEMEN,—I beg to dedicate to you the following pages, which I had the pleasure of reading before you last year, and which were written principally with the view of indirectly and ultimately aiding you in your noble work of enlightening, expanding, and refining the female mind of this part of India,—I remain, Gentlemen, your sincere friend, R. S. SINCLAIR.”

The Secretary brought before the Society the state of the payment of subscriptions by the members of the Society during the last year, and that of their arrears.

The Treasurer then received instructions to issue immediately bills to all members who were in debt to the Society ; and to pre-

sent to the Society, at the next night of meeting, a statement of the members' accounts, and to read out the names of such members as might then be in arrears, with the amount thereof.—
17th March 1855.

The *Secretary* stated that he had received a letter to the effect that the Right Honorable THE GOVERNOR would have great pleasure in presiding at the Exhibition of the Society's Schools, on Wednesday the 4th instant, at 5 P. M. ; and that that day and hour also suited the convenience of Lady JACKSON and of Lady LEEKE.

Donations.—Read a letter from Mr. Dosabhai Framji, accompanied by a donation of *Books* to be presented to some of the pupils in the *Girls' Schools* at the approaching Exhibition.

(2.) Read a letter from the Secretary to the Board of Education, making to the Society a donation of sets of *Maráthi Maps* for the Society's schools.

●(3.) The *Secretary* stated that Mr. Khurshedji Rustamji Cama had made the Society a very elegant present of a large number of *embroidered Purses* from Shanghai, to be distributed as prizes at the Exhibition.

The Society would feel very grateful to any gentlemen* who would assist their endeavours and reward the exertions of their meritorious pupils in a manner similar to that of the above mentioned donors: to whom the best thanks of the Society were voted.—2nd April 1855.

The *Secretary*, Professor Sinclair, read a Paper on "The Geometrical Analogue in the Theory of Surfaces of the Second Order to the Focus and Directrix in that of the Plane Conics."

* Extract of a letter from Mr. Venayakrau Harichandji :—

"I have sent to the master of the *Loharchal Girls' School*, of which I am a Superintendent, a few books to be distributed at the Exhibition, to such industrious and diligent girls as do not get prizes from the Society, and are next best to those who do, and who have been regular in attendance and of good habits."
—3rd April 1855.

The author proceeded so far in this mode of generating surfaces as to arrive at the various conditions of the modulus and of the inclination of the directive plane, which give the ellipsoid, the hyperboloid of one sheet, that of two sheets, the cone, the paraboloids, and the elliptic, hyperbolic, and parabolic cylinders. He also evidenced several of the properties of the circular sections, and of the reciprocal polar relations which exist between the focal and dirigent curves in respect to one of the principal sections of the surface.

Conversation on the subject of the paper followed.

The author announced his intention of reading a paper on Professor Gauss' method of developing a GENERAL THEORY of TERRESTRIAL MAGNETISM, *independently of all particular hypotheses as to the distribution of the magnetic agents*; and in connection therewith, to show the part the empiric laws, collected from the records of the various Magnetic Observatories, supply in rearing the higher induction of such a theory.—28th April 1855.

The *President* congratulated the Society on four of its oldest and most active members having being appointed *Educational Visitors*, and honored with the title of "Rau Saheb": these are Mahadev Govind *Shastri*, Bhaskar Damodar, and Vishwanath Narayan, appointed to the Maráthi districts; and Pranlal Mathuradas to the Ahmedabad and Kaira districts in Gujarat.

MARATHI GIRLS' MAGAZINE.

Rau Saheb Bhaskar Damodar then read the following plan for the publication and distribution of a Maráthi Girls' Magazine:—

"GENTLEMEN,—In a paper I read to you some time ago, I suggested that Mr. Reid's proposal, to publish a Magazine for the use of Maráthi female readers, may be carried out at once. I proposed that the masters of the Maráthi-Hindu Girls' schools should be allowed to edit the Magazine on the terms specified by them, viz. that any *profit* that may accrue to the Society by its publication should be distributed among them. The Society approved of the proposal, and resolved that the masters, and the Maráthi Secretary of the Society, as also the Secretary to the Maráthi Branch Society, should form a Committee to superintend the work. I now submit the details for your approval. I beg to propose—

"1st. That the Magazine be issued monthly.

"2nd. That it contain clear and concise papers, not extending over more than 12 pages of the size of the *Maráthi Dnyán-prasárak Magazine*, on subjects likely to be useful and interesting to female readers.

"3rd. That the charges of printing and of distributing the Magazine,* be disbursed from a separate fund, to be made up of donations and subscriptions for this special purpose.

"4th. That the price of each number be fixed at the trifling sum of *one anna*, with a view to make it accessible to all classes. * * *

"6th. That an appeal be at once made to the public for subscriptions and donations to carry out a measure so important to the advancement of female education."—9th June 1855.

RESOLUTIONS: *Proposed by Mr. Kaikhosru Hormazji, and seconded by Mr. Edalji Rustamji:—*

(1.) "That the Society record its deep sense of the valuable services which have been rendered by Professor DADABHAI NAUROZJI, for more than five years President of the *Gujaráti Dnyán-prasárak* Branch Society, and now about to proceed to Europe; more especially in connection with Female Education and with the diffusion of knowledge among the Parsi community, by means of popular Lectures on Natural Philosophy, and the publication of a cheap periodical literature."

(2.) "That the Secretary of the Society prepare a copy of the foregoing Resolution, and that the three Vernacular Secretaries form a deputation to wait upon and present it to Professor Dadabhai Naurozji, as soon as may be convenient."—21st June 1855.

Professor Dadabhai Naurozji's Reply.

"To Professor SINCLAIR, LL.D., Secretary, Students' Literary and Scientific Society, Bombay.

"SIR,—In acknowledging the receipt of your letter of 25th June, presented to me by my friends Messrs. Jehanghir Barjodji, Narayan Bhai, and Nanabhai Haridas, let me request you to return my most sincere thanks to the Students' Literary and Scientific Society for their very kind and generous appreciation of my services, though I think I have done nothing more than my duty; and to assure them, that during my temporary separation, I shall not forget my obligations to a Society which has rendered some important services to my country.

"I remain, Sir, your most obedient servant,

"London, 9th August 1855."

"DADABHAI NAUROZJI.

* The present cost for 600 copies, of which about three-fourths are distributed in Bombay, is Rs. 42 a month.—May 1856.

LETTER received from Mr. Edalji Nasarwanji, forwarding to the *Secretary* Rs. (50) fifty, which had been left with Professor Dadabhai Naurozji (now in London) by the DEWAN OF INDORE, "for prizes to some good girls in the Fort [Parsi] school." Mem: Rs. 50 handed over to the *Treasurer*.—19th October 1855.

RESOLUTIONS regarding the *Annual Exhibition*:—

- (1.) "That the Society take advantage of the arrival of LORD CANNING to have an Exhibition of the Girls' Schools during his sojourn in the Island."
- (2.) "That the Vernacular Secretaries be requested to make out their respective Prize-lists; and that the Director of Public Instruction, and the private gentlemen who annually give prizes, be applied to for aid."
- (3.) "That the *President*, Narayan Bhai, Gangadas Keshoddas, and Pestonji Jehangirji, undertake the distribution of cards among the European, the Maráthi-Hindu, the Gujaráti-Hindu, and the Parsi communities, respectively; * * * and that the *President* put himself in communication with the *Superintendent of Police*, for making arrangements to preserve order."

At a Meeting of the Managing Committee, held 30th January 1856.

RESOLVED :

- (1.) "That Mr. Ardashir Framji be requested to undertake the office of *Curator* of the Museum Specimens, and of the Society's Philosophical and Chemical Apparatus."

* * * *

- (6.) "That Messrs. Behramji Furdunji and Co., of the *Dufar Ashkar* Press, be informed, in reply to their letter, that their tender for printing 1,500 copies of the Gujaráti School-book, *Dnyán-bodhak*, No. III. has been accepted; and that Messrs. Bomonji Pestonji, Ardashir Framji, and Gangadas Keshoddas be requested to form themselves into a Committee to see the work through the press."

At a Meeting of the Managing Committee, held 9th February 1856.

Read the following Reports for the past year:—

- I.—Reports of the GIRLS' SCHOOLS, in number 9, (viz.) *Maráthi-Hindu*, 3; *Gujaráti-Hindu*, 2; and *Parsi*, 4; by their respective Vernacular Secretaries.

II.—Reports of the BOYS' SCHOOLS, in number 6, *Hindu and Parsi*.

III.—Reports of the VERNACULAR BRANCH SOCIETIES, viz. (1) *Maráthi Dnyán-prasádrak Sabha*; (2) *Gujarátí Dnyán-prasádrak Mandali*; (3) *Buddhi-varádhak (Gujarátí) Hindú Sabha*; by the Vernacular Secretaries.—29th March 1856.

LECTURES AND PAPERS.

Students' Literary and Scientific Society.

Lectures.

1—2. The Physical History of Man; Part I., *Anthropology*, or Man in relation to the other Animals; Part II., *Ethnology*, or The Varieties of Man, by the *President*, Professor Reid.

3. On the Reciprocal Gravitations of the Sun, Earth, and Moon, with special reference to the Terrestrial Tides, by Professor Sinclair.

4. On Man's Position in the Organic Kingdom, by Professor Fraser.

5—6. On the Steam-Engine, by Professor Dadabhai Naurozji.

Papers.

1. Educational Statistics (Bombay): being Notes, by the *President*, Professor Reid.

2. The Geometrical Analogue in the Theory of Surfaces of the Second Order, to the Focus and Directrix in that of the Plane Conics, by Professor Sinclair.

3. Female Education in India; including the consideration of the essentials of a *Maráthi Girls' Magazine*, by Bhaskar Damodar.

4. On the State and Prospects of Native Education in the Bombay Presidency, by Kaikhosru Hormazji.
5. The Duties of Young Men, by Narayan Bhai.
6. Characteristics of the Marwaris, by Makundrao Bhaskarji, Interpreter in the Small Cause Court.
7. The Life and Teachings of Socrates, by Professor Fraser.
8. On the Study of the Physical Sciences, by Javerilal Umasashankar.
9. Re-marriage of Hindu Widows, by Mahipatram Rupram.
10. On Pleasures, by Jagannath Narayan.
11. The Hindus and their Literature, by Ramkrishna Gopal.

Branch Societies.

I.—MARATHI DNYAN-PRASARAK SABHA.

Lectures.

1. The Magic Lantern, by Bhaskar Damodar.
2. Photography, by Bhaskar Damodar.
3. Attentive Observation, by Bhaskar Damodar.
- 4—6. Elements of Chemistry, by Harishankar Balkrishna.

Papers.

1. Wine and other intoxicating substances, by Vishnu Ganeshram.
2. Principles of Geology, by Pandurang Bhalibodra.
3. Condition of Women in India, by Narayan Ragunath.
4. Zoology : Part I., by Shamrao Pandurang.
5. Elements of Political Economy, by Harishankar Balkrishna.
- 6—7. On Acoustics, by Bal Dinaji.
8. Meditations on Man, by Moroba Sunderji.

II.—GUJARATI DNYAN-PRASARAK MANDALI.

Lectures.

- 1—3. Principles of Astronomy, (*continued*), by the *President*, Professor Dadabhai Naurozji.
 - 4—6. Elements of Botany (*continued*), by Edalji Nasarwanji.
 - 7—9. The Natural History of Man, by Jehangir Barjorji.
 - 10—11. On Treatment of Children, by Dosabhai Bajonji, Graduate of the Grant Medical College.
 - 12—15. On Moral Subjects, by Ardashir Framji.
 - 16—18. On the Miseries of War ;—on Death ;—and an Account of the Present War, by Dosabhai Framji.
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III.—BUDDHI-VARDHAK (GUJARATI) HINDU SABHA.

Lectures.

- 1—2. Anatomy and Physiology, by Dhirajram Dalpatram.
- 3—5. The Atmosphere, with Experiments, by Ranchoddas Girdharlal.
- 6—9. The Steam-Engine, with Illustrations, by Karsandas Mulji.
10. The Circulation of the Blood, by Jamnadas Harkisandas.
11. Electro-plating, with Experiments, by Narandas Kallandas.
12. The Wonders of the Magic Lantern, by the *President*, Gangadas Keshodas.
13. Manners and Customs of the People of Kathiawad, by *Rau Sahab* Pranlal Mathuradas, *Ex-President* of the Society.

Papers.

1. On Marriages, by the *President*, Gangadas Keshodas.
2. The Condition of Hindu Women, by Somnarayan Nandnarayan.

3. Characteristics of the Hindus, by Narbadashankar Lalshankar.

4. On what does the Productive Power of a Country depend ? by Somnarayan Nandnarayan.

5. Pleasures and Advantages of Learning, by Tribhuwandas Dwarkaudas.

6. Life and Adventures of Patharlal Khemji (being a free rendering of *Robinson Crusoe*): Part I., by Mahipatram Rupram.

7. On Heat, by Karsandas Madhaudas.

8. On the barbarous custom of weeping and beating the breast on the public roads, on death occasions, by Parbhuram Navalram.

9. Thoughts on the History of British India, by Javerilal Umiashankar.

10. Praises of History (*in verse*), by Narbadashankar Lalshankar.

11. On some bad customs of the Gujarāti-Hindu Community, by Vandrawan Parshotam.

12. Pernicious effects of Gambling, by Ramdas Bhanji.

13. On the Advantages of holding Meetings like the present, by Narbadashankar Lalshankar.

14. Mischievous effects of using intoxicating drugs and liquors, by Dhanprasad Gauriprasad.

15. Evils of Intemperance (*in verse*), by Narbadashankar Lalshankar.

16. Evil consequences of Adultery and Licentiousness, by Narbadashankar Lalshankar.

DISTRIBUTION OF PRIZES FOR THE YEAR 1855-56.

The Annual Exhibition of the Society's Schools took place in the *Town Hall*, on Monday the 4th of February, at 5 P. M.;—the **VISCOUNTESS CANNING** having kindly consented to preside on the occasion.

About 150 bullock-garries had been provided to convey from the various quarters of the Fort, and of the Town outside (*Bar-bor*), the little girls of the various schools, who began to arrive about three o'clock, all dressed in neat and elegant attire, and decked with valuable ornaments. The children were distributed in three divisions along the western side of the Hall:—the Parsi girls placed in the centre, seated on benches running parallel with the front steps; and the girls of the Hindu "nations"—Maráthi and Gujaráti—arranged on the flanks, at right angles with the Pasi parallelogram. The children of the Hindu and Parsi Boys' schools were placed behind the girls of their respective tribes;—the battalions of this interesting infant corps mustering in all 1,132 strong, of whom 654 were girls.

A table had been set in front of **LADY CANNING**, (who was seated on a couch between her noble consort and his Lordship the Governor of Bombay,) upon which were placed some work-boxes and writing-desks for the children of the highest classes, and a large number of prize-books for the other pupils. Specimens of work in Berlin wool by the little girls were hung upon the front pillars of the Hall, facing the spectators.

VISITORS.—Among those present we observed the Hon. the Chief Justice and Lady Yardley; His Excellency Sir Henry Somerset, Lady, and Miss Somerset; His Excellency Sir Henry Leeke, Lady, and Miss Leeke; the Hon. Mr. Lumsden, the Hon. Mr. Malet; Mr. and Mrs. Remington, Mr. and Mrs. Harrison, Mr. Coxon, Mr., Mrs., and Miss Young, Mr. and Mrs. Anderson, Mr. and Mrs. Hart, Miss Reid, Mr. and Mrs. Erskine, Mr. J. M. Erskine, Mr. R. W. Lodwick; Messrs. W. Howard, Jenkins,

Crawford, Lowndes, E. Howard, and Standen, Barristers; Dr., Mrs., and Miss Edwards, Dr. and Mrs. Peet, Dr. and Mrs. Collum; Drs. Don, Impey, Leith, Cole, Stovell, Leckie, Ballingall; the Rev. Mr. Reynolds, the Rev. Dr. Hartmann, Rev. Dr. Wilson, Mrs. Wilson, the Rev. Mr. Fletcher, Mrs. Fletcher, Rev. Mr. Mitchell, Mrs. Mitchell, Rev. Mr. Anderson, Mrs. Anderson, Rev. Mr. Candy, Mrs. Candy, Rev. Messrs. Gibson, Peniston, Strickland, Cook; Professors Harkness, Sinclair, and Fraser; Mr. and Mrs. Tristram, Mr. and Mrs. Parsons, Mr. and Mrs. Hunter, Mr. and Mrs. Grey, Mr. and Mrs. Scovell; Messrs. Baumbach, Hunter, Graham, Chapman, Strong, Heycock, Gumpert, Vents, Stuart, Barton, Crawford, Scott, Sillar, Cowie, Fleming, Cuvillier, Riach, Mitchell; Brigadier and Mrs. Hale; Col. and Mrs. Davidson; Col., Mrs., and Miss Melvill; Mrs. Col. Hough; Col. and Mrs. Neil Campbell; Col., Mrs., and Miss Willoughby; Col. Swanson, Grant, Lyon, Lugard; Major Cruickshank; Captain and Mrs. Mylne; Captain Wemyss; Captain and Mrs. Gell; Captain and Mrs. Barr; Lieut. and Mrs. Haggard; Captain Kempthorne, Commander Fell, Lieut. Clarke; Mr. and Mrs. Pollock, Mr. and Mrs. Faithfull, Mr. and Mrs. Bickersteth, Mr. and Mrs. Acland, Mr. and Miss Dallas, Mr. and Mrs. Rimington, Mr. and Mrs. Leech; Messrs. Cozens, Ketterer, Brookfield; Mr. and Mrs. Kingcome, Mr. and Mrs. Spencer, Mr. and Mrs. Thomas, &c. &c.; and a large assemblage of Native gentry, Hindu, Parsi, and Mahomedan.

On the reverse of the invitation cards issued by the Society was the following table, exhibiting, at a glance, the number of schools for girls and for boys, respectively, with the average attendance of pupils in each of them:—

GIRLS' SCHOOLS.

<i>Maráthi-Hindu.</i>	<i>Gujaráti-Hindu.</i>	<i>Parsi.</i>
I. Pupils 61	I. Pupils 95	I. Pupils 183
II. „ 51	II. „ 25	II. „ 101
III. „ 24	120	III. „ 74
186		IV. „ 40
		398

BOYS' SCHOOLS.

2 *Hindu*.....Pupils 84 5 *Parsi*.....Pupils 394

Grand Total.

9 *Girls' Schools* 654 Pupils.

7 *Boys' Schools* 478 „

The *President*, Professor Reid, LL.D., Barrister-at-Law, commenced the interesting proceedings of the evening by reading a short address to LADY CANNING, to whom he had been directed to express “the heartfelt thanks of the Society, for the ready kindness with which she had consented to preside, and thereby to confer upon their labors the encouraging sanction of her honored name and of her high position.”

He briefly traced the history of the Society—which, eight years before, it had been his “rare good fortune to institute, in conjunction with a highly gifted college friend, the late Professor Patton”; and explained to the illustrious visitors how the *Girls' Schools* had originated, how they were supported, and the system of instruction pursued in them.

He had the pleasure to announce the very gratifying fact that a noble-minded *Parsi gentleman*, to whom the Society were indebted for many favors, had just signified his intention of bestowing annually a Prize of Rs. 500 upon the best qualified pupil in the *Girls' Schools*, who may be found willing to conduct a school as Teacher for a period of not less than three years.

The following gratifying letter was also received from the Nuggur-Sett, the great merchant-prince of Ahmedabad:—

“To Professor REID, *President of the Students' Literary and Scientific Society.*

“SIR,—Being very desirous to contribute my mite to the cause of Female Education, which flourishes so well under the auspices of your Society; I embrace this opportunity of forwarding Rs. 500 in Bank Notes, with a hope that you will be pleased to appropriate annually Rs. 25 out of it to allot prizes to the most proficient girl in each of the Gujarāti-Hindu Girls' Schools. By your accepting this small testimony of my approval and sanction of the proceedings of your Society in the cause of Female Education, I will be highly obliged.

“I take this opportunity also to express my heartfelt gratification to see the

success that has attended your laudable exertions in elevating the female mind of Western India.

"I beg also to thank you, in the name of my countrymen, for the disinterested zeal you display in inciting my young countrymen to pursue in this praiseworthy task.—I remain, &c.,

"HEMABHAI VUKTCHUND,

"Nugger-Sett of Ahmedabad.

"Bombay, 3rd February, 1856."

This Address concluded, the *President* was requested to introduce the principal office-bearers of the Society; and the following gentlemen were presented to the noble visitors:—Messrs. Bomanji Pestonji and Jehangir Barjorji, Parsi V. P., and Secretary; Gangadas Keshoddas and Mahipatram Rupram, Gujarāti-Hindu V. P., and Secretary; and Narayan Dinanath and Narayan Bhai, Maráthi-Hindu V. P., and Secretary.

The prizes to the highest classes of the Maráthi schools were given by Messrs. Venayak Jugonnathji, Venayak Wasudevji, and Venayak Harichandji; and Mr. Mungaldas Nathubhai, (who was introduced by the *President* as the chief patron of the Gujarāti-Hindu schools) presented wearing apparel, consisting of *sarees* and *chowlies*, to all the little girls of his nation.

LADY CANNING put several questions to the members of the Managing Committee regarding the way in which the schools had originated, their management, resources, &c.; and appeared particularly interested with the account given by the Editor of the *Maráthi Girls' Magazine*, Mr. Narayan Bhai, respecting the mode of conducting and of circulating that interesting little periodical.

Three classes, consisting of the Prize-girls of the Maráthi-Hindu, Gujarāti-Hindu, and Parsi schools, respectively, were then consecutively examined in reading, geography, and popular science. The noble visitors appeared highly amused with two little girls scarcely seven years old, who first chanted a native melody, and then read at sight several passages from the class-books of the higher girls.

LORD and LADY CANNING, before leaving the Hall, went round inspecting the "rank and file" of all the schools, boys' and girls'; and evidently astonished some of our good Bombay folk by their

pertinent enquiries regarding the proportion of casts, language of instruction, &c. in each school. The approaching darkness at last compelled the noble visitors, who were manifestly much pleased with what they had seen and heard, to take their departure; and, the other visitors having also left the Hall, the little girls were deposited in their bullock-garries by the active European constables, under the superintendence of the energetic Mr. Forjett, whose exertions throughout the day were most praiseworthy and effective. —*Condensed from the Report in the Bombay Gazette.*

APPENDIX No. I.

STATISTICS OF EDUCATION (BOMBAY).*

BEING NOTES BY THE PRESIDENT, PROFESSOR REID.

On the 1st of April 1855, the resident members of our Society were 135, of whom five were Europeans, the remainder students or ex-students of the Elphinstone College. The number of children attending the 16 schools under the superintendence of the Society was 1,086, of whom 740 were girls.

If we strike off 30, and suppose that 100 of the Native resident members contribute in one way or other towards the enlightenment of the masses, either superintending schools—in which special work 32 members were engaged at the above date,—or preparing lectures or papers for our meetings, or for those of the Vernacular Branch Societies; then each student is repaying his country for the gratuitous education which he has received, or is receiving, by educating gratuitously in return (say) 11 of her *children*, of whom 7 are daughters;—without saying anything of the many benefits which *adults* derive from the Lectures, Essays, and Discussions at the Vernacular Societies.

It is of the greatest importance, however, to inquire, Who those children are? Are they drawn from the classes who stand most in need of such charity, or from classes otherwise provided for, or from both together?

To answer these questions with any degree of accuracy, we should know—1st, how many boys and youths, under the age (say) of 21, and how many girls under the age of 14, there are of each class of inhabitants in Bombay; 2nd, how many of each are receiving instruction; and 3rd, how many of those attend the schools of our Society.

The nearest approach we have to an answer, on the first point, is a rough, and, I fear, not very accurate, classification of the in-

* These *Notes*, which appeared in the local papers, and were transferred to the *Overland Bombay Times* of 12th May 1855, were read before the Society, and are here now appended, with a view to draw the attention of students to the many important questions which they little more than enumerate.

habitants of the Island according to their religions; and under this a sub-classification of each sex according to age, viz. 1—14, 14—21, and 51—0. Materials for answering the second question are afforded by the Reports of the Elphinstone Institution, and of the other educational establishments in the Island. A complete answer to the third question, as far as the *Girls' Schools* are concerned, is furnished by the Returns of our Superintendents.

The population of Bombay in May 1849 was estimated at 5,66,120, of whom 2,96,431 were set down as Hindus, 1,14,698 as Parsis, and 1,24,155 as Mussalmans. But it is only to the Educational Statistics of the *Hindus* and of the *Parsis* that I wish to draw your attention at present.

EDUCATION OF MALES.

If to the 353 Hindus attending the Elphinstone Institution, we add 239 in the English school and monitorial classes of the General Assembly's Institution, 166 in the Free Church Institution, and 74 in the two boys' schools of our Society, we shall have 832 Hindus receiving instruction;—independent of those in the *exclusively* Vernacular Government and Mission schools at the Presidency, and in the indigenous schools.

From Professor Fraser's last Report, we learn that 624 boys were attending in February the Bombay Branch of "The *Sir Jamshedji Jejeebhoy* Parsi Benevolent Institution"; and there were at the same date, 534 boys in the classes of the Elphinstone Institution, and 273 pupils in the Parsi boys' schools of our Society;—making, with 40 attending the two Scottish Missionary Institutions, a total of 1,471 Parsi boys receiving an Anglo-Vernacular education.

Now, of the 2,97,000 *Hindus* (taking round numbers) two-thirds are males, and of these, 10 per cent. under the age of 14, according to the census; and, if we add a third of that sum for the boys between 14 and 21, we shall have about 26,400 boys and youths—that is, nearly 32 times the number under instruction of a better sort;—the total of boys between 7 and 14—the usual age of such school-goers—being probably about 20 times the number of actual pupils.

Of the 1,15,000 *Parsis*, more than half (100 : 88) are males, and of these, 23 per cent. under 14; and if we add, as above, a third of that sum, we shall have a total of 31,035 boys and youths—that is, 22 times the number, under instruction;—the boys between 7 and 21 being probably about 14 times the number of actual pupils.

If this calculation at all approaches correctness, a third more of Parsi males are being educated, in proportion to their contingent in the population; whereas, if, as is generally supposed—

and as there can, I think, be very little doubt—the Parsis were over-estimated in the census, their superiority is still greater.

FEMALE EDUCATION.

A curious result of the greater proportion of females, and also of the greater proportion of children under 14, among the Parsis, is, that, though the Hindus, taken in the aggregate, are more than double the number of the Parsis, yet the Parsi female children under 14 are (if any reliance may be placed on the census tables) more numerous than those among the Hindus,—the numbers being, respectively, Parsis 12,000, and Hindus 9,900.

The number of girls attending the 4 *Parsi Schools* of our Society on 1st of April 1855, was 501.* At the same date there were 280 girls in the Bombay schools of Sir Jamshedji's Institution. So that the total of Parsi girls then receiving instruction was 781, or somewhat more than a 15th of all the female children under 14. Remembering, however, that the average age of leaving school is about 11, and that few girls commence their attendance till between the age of 3 and 4, the proportion of pupils is of course much greater.

The girls attending our 5 *Hindu Schools* at the same date were 238; and if to this number we add (say) 400 for *bond fide* average monthly attendance at Missionary schools, we shall have about 640 *Hindu Girls* receiving instruction, or exactly the same proportion as among the Parsi female children of school-going age,—if the numbers of the latter have been correctly ascertained.†

The numbers in our *Society's Schools*, however, do not chime in with the *general* proportion, for in them the Parsi pupils,—*boys* as well as *girls*,—were, at the above date, more than double the Hindu pupils.

CASTS AND LANGUAGE-NATIONS.

Another interesting branch of this inquiry, but one in which the census tables give us no aid whatever, is,—Among the Hindus *inter se* what is the relative proportion of boys and of girls, res-

* The number of Parsi girls in our schools, at the date of the last Exhibition, in February 1856, was only 398; but this apparently large fall-off was, I believe, altogether in the *Fort School*, where the pupils are still about 200, and was chiefly, if not wholly, caused by the removal of the school from a large temporary shed on the Rampart into a house in Hornby Row, for which, moreover, we have to pay a heavy rent.

† All education of *Native Girls* in Bombay (with a few unimportant exceptions) has been, and will very likely long continue to be, conducted *exclusively* in the Vernacular language of the children; whereas, what we are in the habit of calling education of *boys*, is understood to embrace the teaching of *English*, as a means of future instruction and self-improvement.

pectively, receiving instruction, in each of the *Casts*, and in each of the *Language-Nations* in Bombay?

Of the latter, for educational purposes, the two principal are the *Maráthi* and the *Gujaráti*, including under the former the *Shenvis* and other casts from the Goa territory, who speak an idiom which most persons competent to form an opinion consider to be a dialect of the *Maráthi*; and under the latter the *Cutchis*, as well as the *Marwaris* and other kindred tribes from the north-east of *Gujarát*.

There are also some few casts from the south-west coast, speaking Malayalam or Malabary, and several Hindi-speaking Hindus, chiefly Sepoys, from Oude and from the North-West Provinces; but the former are neither a numerous nor a very fixed element of the population, and the latter are, I believe, rarely accompanied by their *families*.

I am not aware of any census either of the *Casts*, or of the *Language-nations*; and the only materials, which I have access to, for estimating the relative proportions of children in each receiving instruction, are the Returns furnished by the Principal of the Elphinstone Institution, and by the Superintendents of our Girls' Schools. Out of these I have constructed the following table, showing—

Proportion of Casts among GIRLS in the Students' Schools, compared with BOYS in the Elphinstone Institution.

DESCRIPTION OF CASTS.	MARATHI.		GUJARATI.	
	Girls.	Boys.	Girls.	Boys.
Brahman.....	7	44	2	10
Shenvi (claim to be Brahman).....	24	55	—	—
Prabhu and Kayast (writers)	58	101	—	4
Sonar (goldsmiths).....	21	23	2	—
Vaishya and Wani (traders).....	2	5	46	47
Shimpi (tailors)	47	4	6	1
Khatri (weavers)	2	12	2	12
Sutar (carpenters)	2	7	—	5
Kasar (coppersmiths).....	2	—	—	4
Kunbi, &c. (cultivators)	13	10	2	4
Total.....	178	261	60	87

I have made a few notes on this table, which may, I believe, be taken as furnishing a tolerably fair idea of the relative proportions of boys and of girls, in the casts therein more particularly specified, receiving instruction,—not merely in our Society's girls' schools, and in the classes of the Elphinstone Institution, but also, perhaps, in the boys' and girls' schools of the several *Missionary* establishments throughout the island. In the latter

probably many more children of the *Kunby*, *Koly*, and other casts still lower in the Hindu social scale, will be found.

Besides the 87 *Gujarâti* boys in the Elphinstone Institution, there are also 73 attending the two Hindu boys' schools of our Society ; making the boys of that nation receiving an Anglo-vernacular education in all 160, besides those attending Missionary schools, where they generally are, I believe, very few in comparison with the *Marâthi*-speaking pupils.

It is not surprising that the girls attending the schools of our Society should be almost wholly from the same classes as the boys and young men,—their brothers or future husbands, who attend the classes of the Elphinstone Institution, and who, as members of this Society, were at first the founders and *unpaid teachers*, are still the official *superintendents*, and have ever been, and will I hope continue to be, the zealous champions and advocates of Female Education.

Brahmans.—The few *girls* of this cast attending our schools in proportion to the number of *boys* in the Elphinstone Institution, is probably in a great measure owing to the fact of so many of the latter not being natives of Bombay, but *sojourning students*,—chiefly now from the *Konkan*, since the establishment of the English College at Puna drew there most of the *Dakhan* students. There are, I believe, but very few Brahman *families* residing in Bombay.

Shenvis and Prabhus.—The Shenvis are, I believe, all originally from the Goa territory ; and many youths of the cast, I understand, still come to Bombay, merely as students, away from their families. The '*Purvoes*,' on the other hand, are amongst the earliest of the inhabitants of the island. They are also undoubtedly a very numerous class in Bombay ; and considering their general intelligence and their material prosperity, we need not wonder at their furnishing so large a quatum, both in boys and girls, to our educational census.

The *Sonars* are also well represented, both in boys and girls, in proportion to their contribution to the population, which cannot be a very large one.

Shimpis, &c.—The much larger number of girls than of boys of this cast attending school, is easily accounted for from the fact of there having been a *girls' school* in the *particular district* where the cast chiefly resides. And I have very little doubt but that, if schools were established in quarters where some other classes, such as the *Coppersmiths*, the *Weavers*, and the *Carpenters*, live in large numbers, we should have many more of their girls also. The more numerous such local centres of instruction are, the better ; for we know, from experience, how circumscribed is each little circle, outside which our power of attraction grows weak.

PROPORTION OF MALES TO FEMALES.

The following reasons may be assigned to account, to some extent, for the alleged enormous preponderance of Males over Females (100 : 50) among the *Hindu* inhabitants :—

1st. That there are classes of men who sojourn in the Island without their families. These are chiefly, as far as the *Maráthas* and *Gujarátis* are concerned : (1) horsekeepers, camp-followers, and workmen in factories ; (2) traders from Gujarát and the adjoining provinces.

2nd. The prevalence of *female infanticide* among some of the tribes who feed the population of Bombay.

OF MARATHI TO GUJARATI CHILDREN.

Now, remembering in connection with these facts that the most densely populated portion of the island, in that respect two-fifths of the whole, is that part where the Gujaráti casts chiefly reside,—the “ Old Town ” districts to the east of the Bhendy Bazár,—it appears very probable that the females among the Gujarátis are much fewer than among the Maráthas. And if so, we should be prepared to find fewer *girls* of those casts at school. At present, however, considering that nearly the whole attendance at the missionary schools consists of Maráthi girls, the Gujarátis probably contribute but a small quatum in proportion to their contingent to the population.

Again, as the increase of children among a cast or tribe must be in proportion to the abundance or scarcity of wives, the *boys* will also be fewer among the Gujaráti people, if more of them reside in Bombay without wives. And hence also the Parsis, whose females are the most numerous in proportion to the males, and who are also probably the least shifting ingredient of the population, promise in time to furnish the largest contingent to the census tables.

APPENDIX NO. II.

TREASURER'S ACCOUNTS.

(1) ABSTRACT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDING 31st DECEMBER 1854.

Dr.				Cr.			
(a) GENERAL FUND FOR FEMALE EDUCATION.							
1854		Rs.	a. p.	1854		Rs.	a. p.
Jan. 1	To Balance of last year	16,444	14 4	Nov. 9	By printing Report for the year 1853 ...	225	6 0
" 18	" Dividend on Bombay Bank Shares	162	8 0	Dec. 31	" Construction of a temporary Shed for <i>Parsi Girls' School, No. 1</i>	8,203	4 0
" 20	" Interest on Government Loans	200	0 0	"	" Establishment of Girls' Schools	105	14 0
April 12	" do. do.	200	0 0	"	" Expenses of Annual Exhibition	149	0 0
July 20	" Dividend on Bombay Bank Shares	150	0 0	"	" Prizes to Girls at do.	309	11 3
Dec. 31	" Donations and Annual Subscriptions.	2,160	0 0	"	" Indents and Sundry Expenses	1,026	3 0
"	" Interest on Current Account	49	0 7	"	" Balance due by School-book Account.	348	10 5
"	" Balance due to the Parsi Girls' School Fund	1,290	7 7	"	" Do. by Miscellaneous Account	109	13 10
				"	" Do. by <i>Gujarati Dnyan-prash-</i> <i>rak Society</i>	11	0 0
				"	" 4 per Cent. Government Loans for Rs. 8,000	7,959	8 8
				"	" Five Bombay Bank Shares	6,100	0 0
				"	" Balance in the Commercial Bank	844	9 1
				"	" Do. in hand	9	3 3
	Rupees	20,656	14 6		Rupees	20,656	14 6
(b) PARSI GIRLS' SCHOOL FUND.							
Dr.		Rs.	a. p.	Cr.		Rs.	a. p.
1854				1854			
Jan. 1	To Balance of last year	4,782	9 8	Mar. 6	By 4 per Cent. Government Loans	4,218	0 0
April 12	" Interest on Government Loans	50	0 0	June 2	" Commission to Collector	5	8 2
Dec. 31	" Donations during the year	680	0 0	Oct. 10	" Do. do.	3	14 6
				Dec. 31	" Balance due by the General Fund ...	1,290	7 7
	Rupees	5,512	9 8		Rupees	5,512	9 8

(c) **Mazagon School Fund.***

Dr.		(c) MAZAGON SCHOOL FUND.*				Cr.			
		Rs. a. p.		1854		Rs. a. p.			
1854	To Balance of last year.	100	7	5	Jan. 8	By Establishment, from September 1853 to February 1854.....	213	3	3
Dec. 31	" Donations and Annual Subscriptions.	301	0	0	Oct. 10	Do. from March to September 1854.....	231	14	0
"	" Balance due to General Fund.....	109	13	10	Dec. 31	Do. from October to November 1854.....	66	4	0
							511	5	3
Rupees		511		5		3		Rupees	

(d) SCHOOL-BOOK ACCOUNT.

Drs.	(d) SCHOOL-BOOK ACCOUNT.			Crs.
1854		Rs.	a. p.	Rs.
Dec. 31	To Sale of Books during the year.....	82	2 0	
"	" Balance due to the General Fund.....	1,026	3 0	
"		1,108	5 0	
				Rupees
				1,108 5 0

.(e) MISCELLANEOUS ACCOUNT OF THE SOCIETY.

(c) MISCELLANEOUS ACCOUNT OF THE SOCIETY.										CR.					
DR.															
1854		Rs.		a.		p.		1854		Rs.		a.		p.	
Dec. 31		To Subscriptions from Members during the year.....						Jan. 1		By Balance of last year.....					
		" Balance due to the General Fund.....						Dec. 31		" Disbursements.					
		Rupees								Rupees					
		422 6 5								422 6 5					

NARAYAN BHAI, Auditor.

KAWASJI SHAPURJI, Treasurer.

² See Report of Managing Committee for 1854, para. 7.

(2) ABSTRACT OF RECEIPTS AND EXPENDITURE FROM 1ST JANUARY 1855 TO 30TH APRIL 1856.

(a) GENERAL FUND FOR FEMALE EDUCATION.				Cr.	
Dr.					
1855			1856		
Jan. 1	To Balance of last year	Rs. 15,113	April 30	By Establishment of Girls' Schools	Rs. 4,590
April 17	" Dividend on Bombay Bank Shares ..	8	"	" Expenses of Annual Exhibition in 1855 and in 1856	8 1
"	" Interest on Government Loans	0	"	" Indents and Sundry Expenses	255 12
Aug. 10	" Dividend on Bombay Bank Shares ..	0	"	" Balance due by Book Account	218 14
Dec. 1	" Interest on Government Loans	0	"	" Do. by Miscellaneous Account	1,721 18
1856	" Dividend on Bombay Bank Shares ..	0	"	" Do. by Gujarati D. Society	414 14
Jan. 31	" Donations and Annual Subscriptions ..	0	"	" 4 per Cent. Government Loans	11 0
April 30	" Balance due to the Parsi Girls' School Fund	0	"	" Five Bombay Bank Shares	6,124 3
"	" Interest on Current Account	3,988	"	" Balance in Commercial Bank	6,100 0
		13	"	" Do. in hand	1,127 7
		9	"		22 3
		5			0
		1			
	Rupees	20,586		Rupees	20,586
		6			6

(b) PARSİ GIRLS' SCHOOL FUND.				Cr.	
Dr.					
1855			1855		
Jan. 1	To Balance of last year	Rs. 5,508	Jan. 1	By Balance due by the Mazagon School Fund	Rs. 109
April 17	" Interest on Government Loans	7	"	" Commission to Collector	60 0
Dec. 1	" Do. do. do.	0	1856	" Establishment of Mazagon School	552 4
1856	" Do. do. do.	0	Mar. 19	" 4 per Cent. Government Loans	4,213 0
April 30	" Donations during one year and four months	3,065	April 30	" Balance due by General Fund	3,988 18
"	" Fees from Boys attending the Mazagon School*	0	"		9
		8			
		0			
	Rupees	8,928		Rupees	8,928
		15			7
		7			

* See Report of Managing Committee for 1854, para. 7.

Ch.

52

CR.

1856	Rs. a. p.	1855	Rs. a. p.
April 80	To Subscription from Members	Jan. 1	170 8 0
"	" Balance due to General Fund	1856	414 14 5
		April 80	
			By Balance of last year
			241 12 0
			Miscellaneous Expenses
			585 6 5
			Rupees

NARAYAN BHAI, Auditor.

KAWASJI SHAPURJI, Treasurer.

APPENDIX No. III.

DESPATCH FROM THE COURT OF DIRECTORS.

(No. 1536 of 1856.)

To the Secretary, Students' Literary and Scientific Society, Bombay.

SIR,—I have the pleasure to subjoin, for the information of the Students' Literary and Scientific Society, an Extract of para. 2 of a Despatch from the Hon'ble the Court of Directors, No. 10, of 18th March 1856 :—

“ We regard with special interest the efforts made by the Students' Literary and Scientific Society for the mental improvement of their countrymen and countrywomen.”

I have the honor to be,

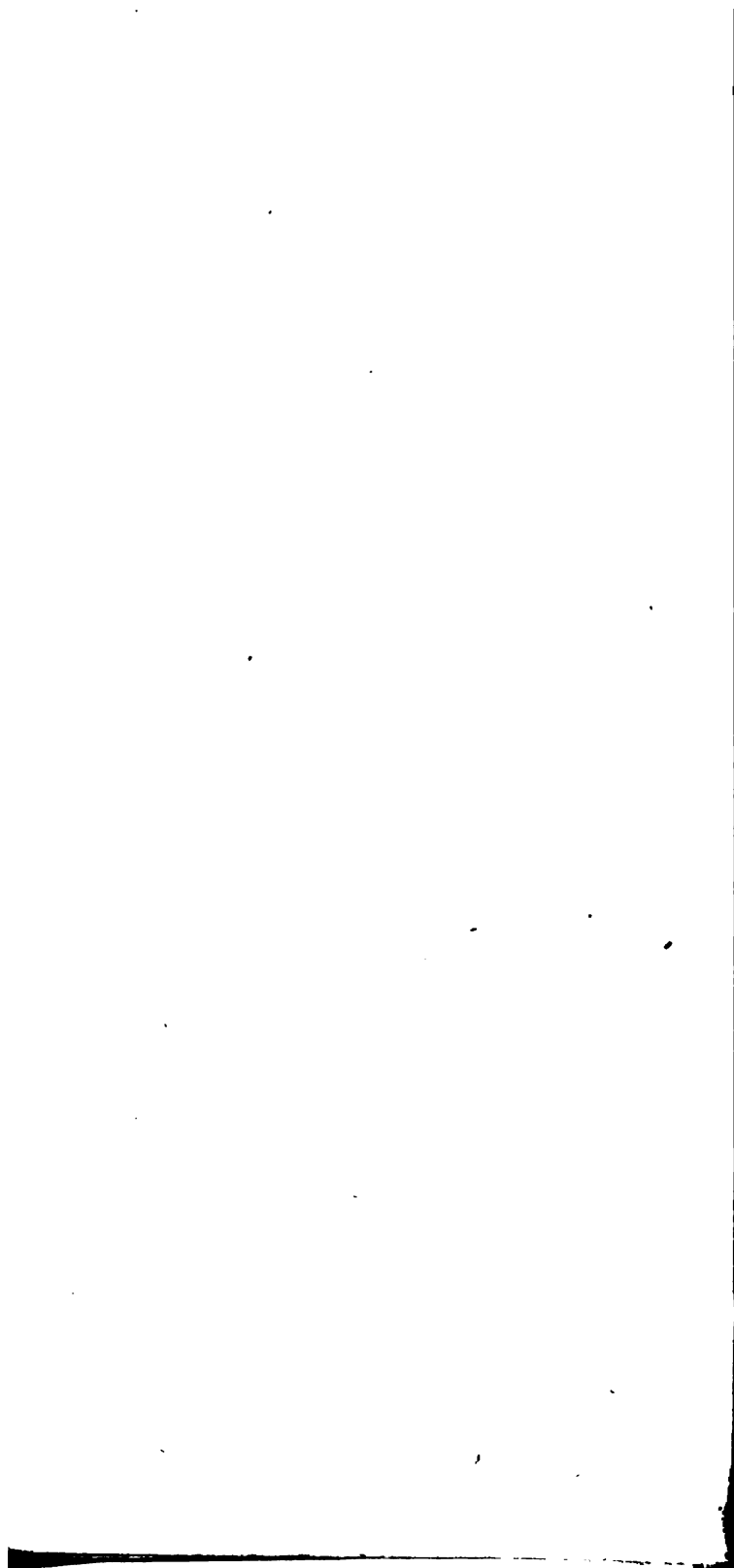
Sir,

Your most obedient servant,

C. J. ERSKINE,

Director of Public Instruction.

Poona, 1st July 1856.





the information science community. The article is a review of the literature on the topic of information science and its relationship to other disciplines.

The article is divided into two main sections. The first section discusses the history of information science and its relationship to other disciplines. The second section discusses the current state of information science and its relationship to other disciplines.

The first section discusses the history of information science and its relationship to other disciplines. It begins with a discussion of the origins of information science and its relationship to other disciplines.

The second section discusses the current state of information science and its relationship to other disciplines. It begins with a discussion of the current state of information science and its relationship to other disciplines.

The article concludes with a discussion of the future of information science and its relationship to other disciplines. It begins with a discussion of the future of information science and its relationship to other disciplines.

The article is a review of the literature on the topic of information science and its relationship to other disciplines. It is a comprehensive and up-to-date review of the literature on the topic.

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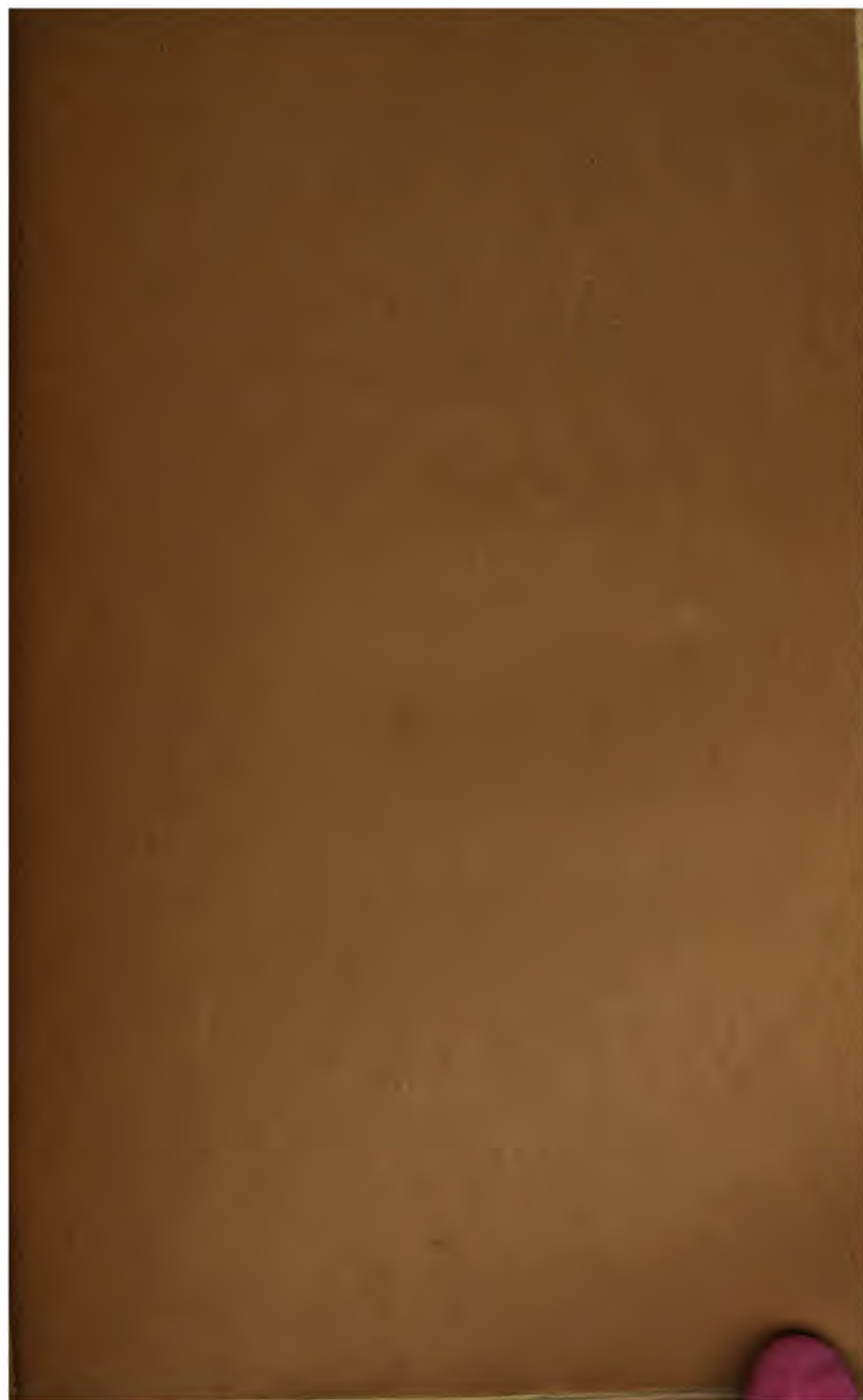
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*Y. H. Dana Esq. with
Harambee's handwriting's complete
sent.*

Bombay - Students' Literary & Scientific Soc.

Case 608, 2

PROCEEDINGS

OF THE

Students' Literary and Scientific Society,

BOMBAY,

DURING 1856-57, 1857-58 and 1858-59.

BOMBAY:

PRINTED AT

THE "BOMBAY GAZETTE" PRESS.

1860.

~~40.38.4~~

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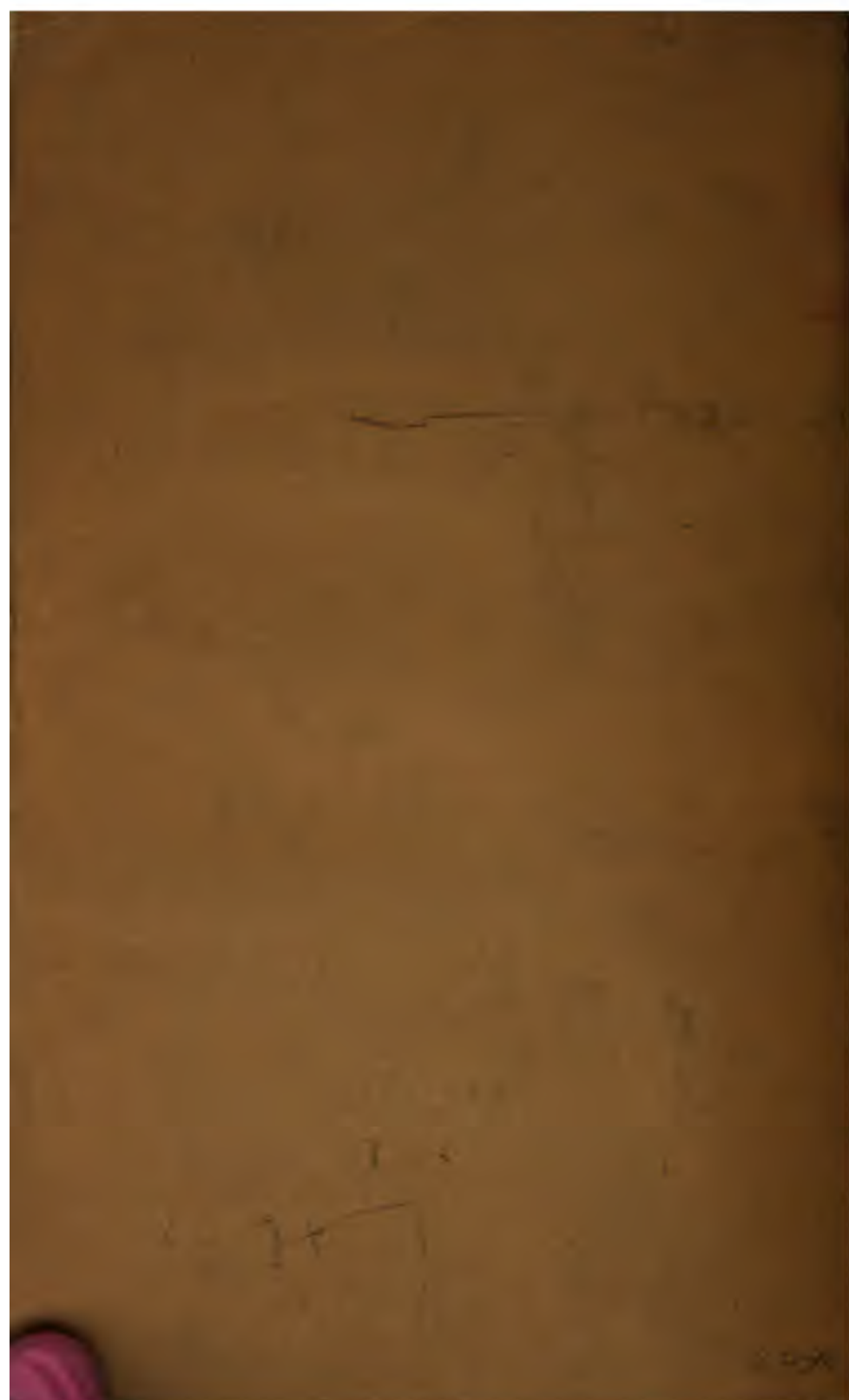
1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in financial matters. The text outlines various methods for organizing and storing data, including digital databases and physical filing systems. It also mentions the need for regular audits and reviews to ensure the integrity of the information.

2. The second part of the document focuses on the role of communication in achieving organizational goals. It highlights the importance of clear and concise communication, both internally and externally. The text provides guidelines for effective communication, such as using appropriate language, being open to feedback, and ensuring that all team members are informed and aligned. It also discusses the benefits of regular communication, such as improved collaboration and faster decision-making.

3. The third part of the document addresses the challenges of managing a large organization. It identifies common issues, such as resource allocation, time management, and maintaining morale. The text offers practical solutions and strategies to overcome these challenges, including delegating responsibilities, setting priorities, and fostering a positive work environment. It also mentions the importance of staying updated on industry trends and adapting to changes.

4. The fourth part of the document discusses the importance of innovation and creativity in driving growth and success. It encourages organizations to embrace new ideas and technologies, and to create a culture that supports innovation. The text provides examples of successful innovation strategies and offers tips for encouraging creativity among employees. It also mentions the importance of protecting intellectual property and managing risks associated with innovation.

5. The fifth part of the document concludes with a summary of the key points discussed. It reiterates the importance of accurate record-keeping, effective communication, efficient management, and innovation. The text encourages organizations to implement these principles and to continuously improve their processes and practices. It also mentions the importance of staying motivated and committed to achieving long-term success.



*V. H. Dana Esq. with
Karnatakhi Brahmovalam's compl.
sent to.*

Bombay - Students' Lit. & Sci. Soc.

Class 608, 3

PROCEEDINGS

OF THE

Students' Literary and Scientific Society,

BOMBAY,

DURING 1856-57, 1857-58 and 1858-59.

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PROCEEDINGS

OF THE

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BOMBAY,

DURING 1856-57, 1857-58, and 1858-59.

BOMBAY:

PRINTED AT

THE "BOMBAY GAZETTE" PRESS.

1860.

1865, Oct. 25.

My dear

Hon. Richard H. Dana.

(1865)

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Students' Literary & Scientific Society.

Founded 13th June 1848.

MANAGING COMMITTEE FOR 1860.

President.

PROFESSOR REID, LL.D., Barrister-at-Law.

Vice-Presidents.

1. NARAYAN DINANATH, *President, Marathi Dnyān-prasārak Sabhā.*
2. NOWROJI FURDUNJI, *President, Gujarāṭi Dnyān-prasārak Mandali.*
3. JUVERILAL UMIASHANKAR, *President, Buddhi-vardhak Hindu Sabhā.*

Treasurer—HARISHANKAR BALKRISHNA.

Secretary—BHASKAR DAMODAR.

Vernacular Secretaries.

1. *Marāṭhi-Hindu*—RAMKRISHNA GOPAL.
2. *Gujarāṭi-Hindu*—GUNGADAS KISHORDAS.
3. *(Gujarāṭi) Parsi*—HORMASJI DADABHAI.

Members.

ARDESHIR FRAMJI.

PANDURANG BALIBHUDRA.

BHAIRUNATH MUNGESH.

BHASKAR HARI.

Students' Literary and Scientific Society.

REPORT OF THE MANAGING COMMITTEE.

(Read on the 20th January 1859.)

1. An account of the Society's proceedings during the years 1854-5 and 1855-6 was prepared for publication, and seen through the press by the President, Dr. Reid, in the month of August 1856.

2. Owing to various causes, unnecessary now to specify, the usual monthly meetings of the Society for the reading and discussing of Essays were not held after the monsoon, in 1856, nor during the whole of the year 1857; nor did any of the Professors, connected with the Society, volunteer—as in former years—to deliver Lectures; so that as far as the mutual improvement of members was concerned, that year must be considered a blank.

3. The outward operations of the Society, however, were conducted as usual. The *Girls' Schools*, as well as the *Boys' Schools*—founded by the Society, and by one of its Gujerati branches, the *Buddhivardhak Sabha*—were carefully examined in the month of May 1857. The Distribution of Prizes took place after the monsoon in the house of Jugonnath Sunkerset, Esq., at Girgaum.

4. In the month of June 1856, an important change was effected in the management of the *Marathi-Hindu Girls' School*, No. II., by placing it under a Hindu School-Mistress, by name Chimabai, selected to the office, after careful enquiries as to her fitness by Messrs. Narayan Dinanath and Narayan Bhai, the Marathi Vice-President and the Marathi Secretary, to whom

she had been recommended by the managers of the Hindu Girls' Schools at Poona.*

PARSEE GIRLS' SCHOOL ASSOCIATION.

5. On the 4th of July 1857, a special general meeting of the Society was held, for the purpose of considering a project regarding which, for some time previous, much difference of opinion had prevailed among the members of the Managing Committee—namely, the transfer of the Parsee Girls' Schools of the Society to a Committee of Parsee gentlemen, who had proposed to undertake the entire support and management of them for the future.

6. The following Resolution, recommended by a majority of the Managing Committee, was, after considerable discussion on the subject, adopted by the Society in its original form :—

Resolved :—“ That the Parsee Girls' Schools be transferred to a Committee of Parsee gentlemen, who are prepared to take the entire support and management of them for the future, on the following conditions, viz :—

“ 1st, That the amount of the [separate] *Parsee Girls' School Fund* be made over to them (the Committee of Parsee gentlemen) by the Society.

“ 2nd, That they (the Committee of Parsee gentlemen) undertake to keep up and maintain the schools for a period of at least three years.”

7. The Parsee schools of the Society, containing on their rolls 409 pupils, with an average daily attendance of 300, were accordingly transferred to the Committee of gentlemen, since denominated the “ *Parsee Girls' School Association*”; and the Treasurer subsequently handed over the securities, cash and outstandings, constituting the “ *Parsee Girls' School Fund*.”

8. At the close of 1857, the undermentioned gentlemen were elected office-bearers for the succeeding year :—

President.—Professor Reid, LL.D., Barrister-at-Law.

Vice-Presidents.—(ex-officio.) Narayan Dinanath, Esq., President of the *Marathi Dnyanprasarak Sabha*; Nowrojee Furdoonjee, Esq., President of the *Gujerati Dnyanprasarak Mandali*;

* Chimabai resigned, in consequence of bad health, on the 1st of Dec. 1859.—B. D.

Gungadas Kishordas, Esq., President of the *Buddhicardhak Hindu Sabha*.

Secretary.—Rao Saheb Bhaskar Damodar.

Treasurer.—Mr. Cowasji Edulji. (This gentleman resigned the office from press of business, and was succeeded by Mr. Mukundrao Bhaskar.)

Vernacular Secretaries.—Marathi-Hindu, Mr. Ramkrishna Gopal; Gujerati-Hindu, Mr. Mahiputram Rupram (this gentleman left Bombay in the course of the year, and was succeeded by Mr. Juverilal Umiashunkur); Gujerati-Parsee, Mr. Jehangir Burjorji.

Members.—Messrs. Ardeshir Framji, Bhairunath Mungesh, Kaikoshru Hormusji, and Mukundrao Bhaskar.

PROCEEDINGS DURING 1858.

9. The proceedings of the Society during the year 1858 may be said to have been characterised by considerable activity and enthusiasm. There were six general meetings of the Society; and six special meetings of the Managing Committee.

10. At the General Meetings, the following *papers* were read and discussed :—

- (1.) On the Principles of Law, by Mr. Mukundrao Bhaskar.
- (2.) Aims and Aspirations of the Rising Generation, by Mr. Cowasji Edulji.
- (3.) On Dramatic Poetry, by Mr. Hormusji Dadabhai.
- (4.) Persian how far connected with Sanskrit, by the Secretary.
- (5.) On the Girls' Schools of the Society, by Mr. Harishunkur Balkrishna.
- (6.) On the Spanish Conquest of America, by Mr. Ramkrishna Gopal.
- (7.) On the Marathi Dative and Genitive Case-signs, by the Secretary.
- (8.) On the Circumstances which influence National Character, by Mr. Juverilal Umiashunkur.

11. Mr. Cowasji Edulji's paper on the "Aims and Aspirations of the Rising Generation," and the one on "Dramatic Poetry," by Mr. Hormusji Dadabhai, were well-written, and

creditable to the literary reading of the writers. The papers by Mr. Ramkrishna Gopal and Mr. Juverilal Umiashunkur were both admirable, as well in language as in sentiments, and interested the Society. Mr. Mukundrao Bhaskar's paper was an expansion of notes taken at the Law Class, of which he is a student. Mr. Harishunkur gave a history of the Girls' Schools, and drew attention to the urgent necessity of making an effort to place the Hindu schools on a firm footing. The two papers read by the Secretary were of a philological character. The first showed some of the verbal and grammatical affinities between the Persian and Sanskrit languages, and drew particular attention to the subject of Marathi Philology. In connection with the latter subject, the writer pointed out some important and familiar words, which could be traced to the Southern or Dravidian group of languages. The second paper was intended to throw light on the Marathi Dative and Genitive Case-signs which, in their present forms, differ considerably from the Sanskrit, and have led to much discussion. The writer endeavoured to prove that the Marathi Genitive and Dative (or sixth and fourth) Case-signs had a common origin in the Sanskrit Genitive. A number of illustrations from the Prakrit Dialects and from the current languages of India were adduced in support of the writer's theory.

OPERATIONS OF THE MANAGING COMMITTEE.

12. At the special meetings of the Managing Committee, various questions were discussed, chiefly in connection with the finances of the Society, and with the state and prospects of the Girls' Schools.

13. At the commencement of the year 1858, the accounts of the Society for 1856-7 were audited by two of its members. Lists of the Society's dead stock, including books and stereotype cuts, were also made out by Mr. Ardeshir Framji.*

14. The ungracious task of collecting from the members of the Society their annual subscriptions, which for some years had

* Mr. Ardeshir published in Gujarati at the *Union Press*, early in 1859, a picture-book (*Chitra-pothi*) for children, illustrated with the stereotype cuts of the Society.—B. D.

been negligently allowed to fall into arrears, was undertaken by the President, who, since the 1st of September 1858, when an approximate statement of the sums due was made out and circulated, has paid over to the Treasurer from that source, for the benefit of the fund for female education, over Rs. 500.

15. The Treasurer, Mr. Mukundrao Bhaskar, has drawn up a statement showing, at one view, the receipts and disbursements of the Society during the two years under report.

GIRLS' SCHOOLS OF THE SOCIETY.

16. The reports drawn up by the Vernacular Secretaries, Messrs. Ramkrishna Gopal and Juverilal Umiashunkur, who, in conjunction with other members of the Society, carefully examined the five Hindu Girls' Schools during the month of May 1858, speak favorably of the progress made during the year preceding, and of an increase on the whole in the number of pupils.

17. The following extracts are from the Report of the *Marathi* Secretary :—

“ We conducted the examinations for ten days. The first three days were devoted to School No. I. ; the next four to School No. II. ; and the last three to School No. III.

“ The number of girls in the first two schools was very encouraging ; being 69 in the one, and 79 in the other. The intelligent expression of most of the girls was very delightful to behold ; and we took great pleasure in examining them. The number of girls in School No. III. was only 35, and these in appearance and intelligence were much behind those of the other two schools.

“ In point of real education and the standard of attainment, School No. I. occupies the first place. School No. II. may be ranked next ; and school No. III. comes last. The rapidity and ease with which the girls of the first school returned answers to our questions, and the general intelligence they displayed, cannot but be pleasing and encouraging to those who have the cause of Hindu Female Education at heart ; and reflect great credit upon the earnestness of the girls, and the assiduity of their teacher. The fluency with which the pupils of the first class read, their correct spelling, and their familiarity with the Geography of India, are qualifications which are rarely met with in boys of their age or even older. School No. II. made an approach to this excellence ; but in School No. III. we did not observe much that deserves commendation.

“ This difference may be attributed to the difference in the abilities of the respective teachers. It thus becomes a matter of great importance, that the services of efficient teachers should be secured. The girls generally leave

school when they are 11 years old, an age at which the higher powers of the understanding are dormant, and the only active faculty is the memory. If, therefore, the education given in the Society's schools is to be of any use to the girls in after-life, the results which in boys are produced at 16 or 17 years of age, ought in girls, if possible, to be produced at 11. In the former case, the teacher's labours are facilitated, by the natural growth of the intellect; in the latter there is no such assistance. Hence for girls a more skilful teacher is required. He must possess the power of realising the mental position of his pupils, and adapt his teaching to it; giving them nothing too easy nor too difficult, but something of such a nature as shall raise their minds gradually to the comprehension of complicated matters. Wasudeo Babji, is in some measure a teacher of this description, and hence his school deserves so much commendation as we have bestowed upon it. But it is not always easy to procure such masters. We therefore recommend that the Superintendents of the schools be requested to visit them from time to time, and offer such suggestions to the masters, as will enable them to discharge their duties in a more efficient manner.

"Some defects were, however, clearly noticeable in all the schools. The faculty of comprehending the scope of what is read does not seem to have been acquired in so great a degree as could be desired. This fact is too important to be overlooked, for it is this capacity, above all things, that would be a lasting benefit to the girls throughout life, and would enable them to carry on their studies after leaving school. The irregularity of attendance is a great evil. No deficiency was observable which could not, in some measure, be traced to this source. Upon the slightest pretence, as on the occasion of the most trivial domestic ceremony, the parents or guardians of the girls allow them to be absent from school. Many girls attend scarcely a week in the course of the month. We cannot offer any special remedy for the alleviation of this radical evil, which derives its origin from the absence of a general healthy tone of mind and character among the parents of the girls.

GOVIND NARAYAN,	} Examiners."
BHASKAR HARI BHAGWAT,	
RAMKRISHNA GOPAL BHANDARKAR,	
Marathi Secretary.	

18. The following extracts are from the Report of the *Gujerati* Secretary :—

"The Gujarati-Hindu Girls' Schools are two in number; one outside and the other inside the Fort.

"The School outside the Fort was examined for two days, from 7 to 11 A. M. It contained on its register 81 girls, of whom 58 were present at the examination. It is under the management of two teachers, Dhanpersaud Gowripersaud and Dhaneshwar Hariram.

"The progress of this school was, upon the whole, very satisfactory. The

reading of the highest class in *Balmitra* (Children's Friend) was fluent and correct, as also the explanation of passages read very clear. The first three girls, Harkuver Panachund, Jamna Hansraj, and Vikuver Hurjivandas, deserve notice, as being superior in general intelligence and answering to the rest of the class. Harkuver, the first girl, especially chanted some Gurbas with much taste and spirit. She is a very promising girl; and we beg to recommend that the Hemabhai prize of Rs. 25 be awarded to her as the most successful pupil of the two schools.

"In addition to his duty of teaching, the assistant master of this school has the charge of collecting the girls and of accompanying them, when the school is dismissed, to their respective homes. The performance of this double duty entails upon him arduous work, and prevents him from giving his undivided attention to teaching. Hence the comparatively poor appearance made by his classes. Personally he is a zealous and painstaking teacher.

"In the present state of the Society's resources we beg to propose, that the following arrangement, if considered convenient, be carried out, namely, to transfer the Assistant Teacher of the Fort School from his present situation to the School No. I., and to employ in his stead a sepoy to collect the pupils of the Fort School.

"The Fort School, when examined, contained on its register 21 girls, of whom 17 were present. It is conducted by two teachers, Balwantram Surajram and Ganputram Hemjee. The number of girls attending this School, it is evident, is very small. So scanty an attendance in a locality overcrowded with Bhatias, strange as it may appear, is not, however, an anomalous incident this year. It has been so since the opening of the School. The greatest number of pupils ever on the roll was 27 in 1856.

"The Fort School is divided into three classes. The highest class contained, at the time of examination, four girls. They read *Balmitra* well, and seemed to understand what they read. In Grammar their answers were mostly correct; but their acquaintance with Geography seemed very limited. In reading and general knowledge, the first girl of this School might come fourth in the rank of girls in the highest class of School No. I. In Arithmetic, however, the second girl of this class, Fulkuver Dayabhai, was superior to any of the girls in the School No. I. Jamna Narotamdas, the first girl, deserves notice for good general answering.

"The paucity of girls in the Fort School, and we must say in the two Schools taken together (for the total number attending them is only 102), is well worth the consideration of the Society. Taking an average of the last four years, the number of girls amounts to 105. Compared with the Gujerati (including Bhatia) population of Bombay, the number is indeed very trifling. In the particular case of the Fort School, the limited number of Banias and other higher classes of Gujeratees, who have no objection to send their girls, may be assigned as one reason; but the great drawback to a large

attendance in our Gujarati Schools, is the self-exclusion of a numerous class of Gujaratees in Bombay, namely, the Bhatias.

"The Bhatia population of Bombay may be roughly estimated at about 16,000 souls. We have in our Schools children of Brahmans, Kshatriyas, Banias, Sonees, Kunbees, &c., while very few, almost none, belonging to this community attend them. This is doubtless owing to their superstition against female education. There are, however, certain indications of the progress of male education even among this hitherto inaccessible community, which we think will, in due time, exercise a reflex influence upon them.

TRIBHUVANDAS DWARKADAS,	} Examiners."
PARBHURAM NAVALRAM,	
JAVERILAL UMIASHUNKAR,	
Gujarati Secretary.	

19. The *Hemabhai Vakutchund* annual prize of Rs. 25, founded in 1856 by the *Nuggur-shet* of Ahmedabad, for the most proficient girl in the Society's Gujarati schools, was conferred for the year 1857 upon Gouri Purshotumdass, and for the year 1858 upon Hurkuver Panachund.

20. On the 1st of October 1858, Dr. Reid, as Chairman of the Managing Committee, submitted the following summary statement of the actual condition and resources of the girls' schools ; concluding with a request to the Hindu merchants and gentry of the island for pecuniary aid, in order to place them on a more solid and permanent basis.

(Circular.)

It is now nine years since the Students' Literary and Scientific Society opened six schools in Bombay for the Education of Hindu and Parsi female children.

(2.) The hours of instruction were at first from 7 to 10 A. M. ; as the work of teaching was wholly performed by volunteer Tutors, members of the Society,—all of whom were otherwise employed during the day, either as teachers or as scholars, in the Elphinstone Institution.

(3.) In this way 3 [Marathi] Hindu schools were conducted for five months, and 3 Parsi [Gujarati] schools for eight months : after which periods respectively regular paid masters were appointed to teach during the usual school hours, from 11 A. M. to 5 P. M. ;—an arrangement which the noble generosity of four Parsee gentlemen enabled the Society to make, by placing at the disposal of the Managing Committee Rs. 4,800,—a sum sufficient, it was calculated, to maintain the schools then opened for a period of two years ; at the expiration of which it was hoped "the public would not willingly let them die."

(4.) On the 16th June 1851, a school was opened outside the Fort, for Gujarati Hindu children, and subsequently a 2nd school for the same class within the Fort, and a 4th Parsi school at Mazagon : making in all, 9 schools, which, on the occasion of the Distribution of Prizes in the Town Hall, in April 1855, were attended by 740 Girls ; of whom, 178 were Marathi-speaking Hindus, 87 Gujarati-Hindus, and the remaining 475 Parsees.

(5.) The Society has prepared and published three Nos. in *Gujerati*, and two numbers in *Marathi*, of an elementary series of school-books, illustrated with wood-cuts ; arrangements having been made in the year 1851, with Messrs. Chambers of Edinburgh and with Mr. John Parker of London, for selections from the stereotypes of the engravings used in their popular publications.

(6.) Reading, writing, and arithmetic, chiefly mental ; the geography, and a little of the history of India ; also sewing and knitting have been taught in the schools. Books of moral songs, original and selected, have moreover been printed ; and a *Girls' Magazine*, in the Marathi language,—“ specially adapted for the capacity of those children who yearly leave the schools, with sufficient preliminary instruction to profit by such a publication,”—has now reached its 24th monthly number.

(7.) In order to provide for the current expenses of the schools after the exhaustion of the “ *Two Years Fund*,” an appeal was made to the public for pecuniary assistance, which was granted, with a liberal hand, by all classes of the community. In addition to a “ *Parsee Girls' School Fund*,” contributed under special circumstances, about Rs. 18,000 were realised as a “ *General Fund for Female Education*,” out of which the current charges of all the schools, Hindu and Parsi, continued to be defrayed, from the 1st January 1852, (at which date a balance of Rs. 511 was transferred from the “ *Two Years Fund*”) up to the 1st July 1857 ; and since then the establishment of the Hindu schools only.

(8.) The original outlay on school-books (which it is hoped, will yield an equal, if not a greater return), as well as other contingent expenses, which from time to time have been specified in the published accounts of the Society, have all been drawn from the *General Fund* : so that only Rs. 4,000 now remain undisposed of.

(9.) Prior to the transfer of the Parsi schools, the whole establishment, with contingent charges, cost, at an average, about Rs. 4,000 a year ; but the present expenditure on 5 Hindu schools does not amount to more than Rs. 2,000 ;—two of the school-houses being rent-free : that of the *Marathi* school No. I., in the compound of Mr. Jugonnath Sunkerset ; and that of the *Gujerati* school No. II., in the Fort, belonging to Mr. Munguldas Nuthubhai, who moreover contributes towards its support Rs. 200 per annum.

(10.) Since the year 1854, Donations have not been solicited from the public ; and but very trifling amounts have been realised in the way of “ *Annual Subscriptions*.”

(11.) The schools, however, ought no longer to be left in their present precarious state ; and the Managing Committee now desire to make a strenuous effort to raise a fund sufficient to place them for ever on a permanent basis. At least Rs. 40,000 will be required to yield, at 5 per cent., the present annual expenses of the five schools still under the management of the Society. But, considering the number and the resources of wealthy Hindu gentlemen in Bombay, no great difficulty should be experienced in realising such a sum.

(12.) Let the Gujarati and Marathi Merchants and Bankers then follow the noble example set them by their Parsi fellow-citizens. Let them emulate the liberality of the Hindu merchants of Ahmedabad,—whose names shall be for ever associated with the glorious cause of female education in India.

(Signed) R. T. REID, LL.D.,
Chairman of the Managing Committee.

Bombay, 1st October 1858.

21. Munguldas Nuthubhai, Esq., an eminent Gujarati banker of Bombay, and for some years a member of the Society, and a liberal supporter of female education, was the first to respond to this appeal. After a preliminary interview with the President, and after consulting with the Secretary and other influential members of the Society, Mr. Munguldas expressed his intention of contributing a permanent annual grant of Rs. 1,000. Mr. Munguldas's wishes regarding the application of this grant were embodied by the Secretary in a memorandum, dated the 4th of December, and met with the entire approbation of the Managing Committee, who recorded their warmest thanks to Mr. Munguldas for his handsome contribution, and requested his permission to allow the schools which he had endowed (being, at present, the two Gujarati schools of the Society), to be designated the "Munguldas Nathubhai Girls' Schools." Mr. Munguldas has already paid in advance his first annual contribution of Rs. 1,000, which is to be applied to the support of the schools from the 1st of January 1859.

22. Bhawoo Dajee, Esq., Graduate of the Grant Medical College, also a member of the Society, and one of the most distinguished of the educated native gentlemen of Bombay, next volunteered his assistance ; by offering a monthly allowance of Rs. 40 for the support of the Marathi-Hindu School No. I., in Loharchal, "until some rich native gentleman comes forward to

endow the school permanently." For this liberal offer, the grateful acknowledgments of the Society were conveyed to Dr. Bhawoo, who was requested to accept the office of "Honorary Superintendent" of the School which he had selected as the object of his generosity.

23. Jugonnath Sunkersett, Esq.,—who was the first native gentleman of influence, unconnected with the Society, to manifest approbation of its efforts in the cause of female education,—has addressed a letter to the President, signifying his intention "to contribute annually, for three years certain, a sum of money, payable in advance, sufficient to support one of their schools," viz., the Marathi-Hindu School No. II. (which, since its foundation in October 1849, has been accommodated with a school-house in his compound,) "continuing at the same time to provide rooms rent-free for its accommodation, in its present place or elsewhere." Mr. Jugonnath's offer was accepted with gratitude, and he was requested to allow the school, in the success of which he has always taken so much interest, to be in future called after his name in the reports of the Society, and also to allow himself to be nominated an honorary member of the Committee for its management. Mr. Jugonnath's endowment is also to take effect from the 1st of January 1859.*

24. Some of the most influential of our members have moreover expressed their willingness to contribute henceforward monthly subscriptions, sufficient to enable the Society to support, independent of external aid, the only other school at present unprovided for, viz., the Marathi-Hindu School No. III. in Withulwady. Among these may be mentioned Mr. Venayek Wasudeo, Oriental Translator to Government, and Mr. Narayan Dinanath, Translator and Interpreter in the Supreme Court, who have, besides their pecuniary contributions, afforded the most valuable assistance to the Society by their personal exertions.

25. It is to be hoped that those liberal advances made in the direction of a self-supporting system, may be speedily followed

* Mr. Jugonnath in a subsequent letter addressed to the President, on the 21st of January 1860, has declared his endowment to be *permanent*.—B. D.

by several other influential native gentlemen, so as to enable the Society to open additional schools in other parts of the island, and thereby promote the cause which its members have so much at heart.*

VERNACULAR BRANCH SOCIETIES.

26. Two of our branches—the *Marathi Dnyanprasarak* and the *Gujerati Buddhivardhak*—have, during the whole period under report, continued to hold their usual meetings for the reading of Lectures and of Essays—of which a list is appended.

27. The *Gujerati Dnyanprasarak* unfortunately succumbed under the general depression which prevailed during the disastrous year 1857; and it is only now that an effort is being made to revive its monthly meetings.

VERNACULAR MAGAZINES.

28. The last mentioned Society, however, as well as its Marathi sister, have kept up the publication of their Monthly Magazines—each of which has now entered its second century of numbers. A second Gujarati coadjutor appeared, in the month of March 1856, under the auspices of the *Buddhivardhak Sabha*, and continues vigorously to labor, in generous rivalry with its elder sister, in the field of native improvement.

MARATHI GIRLS' MAGAZINE.

29. Our own more immediate offspring, the interesting *Sumitra*, continues to improve in tone and character under the efficient management of our talented Marathi Secretary, Mr. Ramkrishna Gopal. It has now entered upon its third year. The monthly cost of publication, amounting only to Rs. 35, ought

* The praiseworthy example set by *Shet Mungaldas Nathubhai* has been worthily followed by *Shet Bhugwandas Purshotumdas*, another public-spirited Banian Merchant and Banker, who, in a letter dated 13th December 1859, expressed his willingness to place at the disposal of the Society an annual *permanent* contribution of Rupees six hundred, payable in advance, for the endowment of a *Marathi School*. This liberal offer was particularly creditable to a young man just commencing public life; and evinced disinterested generosity in the circumstance that it was intended to benefit a section of the community to which he did not belong. The Society had therefore much pleasure in accepting the offered contribution; and in order to mark their sense of the public spirit and liberality of *Shet Bhugwandas*, the school endowed by him was, with his permission, designated "*The Bhugwandas Purshotumdas Marathi Girls' School*." A spacious and airy bungalow near Kalbadevi, belonging to *Shet Bhugwandas*, has been secured for the use of the school. *Shet Bhugwandas* has already paid his contribution for the year 1860.—B. D.

to be defrayed by monthly subscriptions, many of which, we regret to say, are too often in arrears.

GUJERATI 3RD READING-BOOK FOR GIRLS.

30. A Third Reading-Book for Gujarati Schools was prepared and seen through the press by Mr. Ardeshir Framji, one of the most active members of the Society. The lessons are well written, and adapted to the requirements of our schools, and a number of pictures have been introduced to illustrate them. The cost of this publication to the Society was Rs. 1650 ; the stereotype cuts, which were obtained from England some years ago, being available for the illustrations. The price of the book has been fixed at one rupee and a quarter.

CONCLUSION.

31. You will thus observe that although for upwards of a year the Society's operations were not so satisfactory as before, its exertions during the year which has just closed have made up, in a great measure, for its temporary inactivity. The Girls' Schools, which are the most valuable fruits of the Society's efforts to promote native improvement, have been placed on a much more firm and satisfactory footing than they were ; there has been an addition to the list of members ; and a large portion of the outstanding balances due for subscriptions has been recovered. The Marathi and Gujarati Hindu Branch Societies are doing good. All the Vernacular Magazines are regularly issued, and continue to improve. The meetings of the Society, although not so frequently held as they used to be at one time, have always been interesting and calculated to promote the mutual improvement of the members.

BHASKAR DAMODAR,
Secretary S. L. & S. Society.

-Bombay, 19th January 1859.

VERNACULAR LECTURES AND PAPERS.

I.—MARATHI DNYAN-PRASARAK SABHA.

(Session 1856-57.)

Lectures.

- 1—5. Elements of Botany, by Mr. Govind Narayan.
6. On Political Economy, by Mr. Keshev Sakharam.
7. On Mental Philosophy (*Introductory*), by the Revd. Narayan Sheshadri.
- 8—9. Elements of Chemistry, (*continued*), by Mr. Harishankar Balkrishna.

Essays.

1. Thoughts on Human Nature, by Mr. Moroba Sundarji.
2. Present Condition of the Marathi *Dnyan-prasarak Sabha*, by Mr. Narayan Mahadev.
3. Has Indian Commerce increased, or not? by Mr. Vishnu Moreshwar.
4. Natural Phenomena, by Mr. Harishankar Balkrishna.
5. Advantages resulting from Scientific Study, by Mr. Wasudev Jagonnath.
6. "Knowledge, lame without practice," by Mr. Keshev Jannardan.
- 7—8. The life of Raja Rammohan Roy, Parts I. and II., by Mr. Bhaskur Hari.
9. Rules for the Preservation of Health, by Dr. Atmaram Pandurang.
10. On Habits, by *Rau Sahab* Vishwanath Narayan, Educational Deputy Inspector.
11. An Allegory on India, by Mr. Shantaram Narayan.
12. The Introduction to a Treatise on Vegetable Substances, by Mr. Govind Narayan.

(Session 1857-58.)

Lectures.

1. Chemistry : (Compounds of Nitrogen), by Mr. Harishankar Balkrishna.

2—4. On Mental Philosophy, by the Revd. Narayan Sheshadri.

5. On the Food of Man, by Mr. Govind Narayan.

6. On Clothing, by Mr. Govind Narayan.

Essays.

1. On Emulation, by Mr. Narayan Mahadev.

2. On the mode of passing our life, by Mr. Narayan Mahadev.

3. On Patriotism, by Mr. Waman Abaji.

4. The Mysteries of Philosophy, by Mr. Harishankar Balakrishna.

5. On Ambition, by Mr. Waman Abaji.

6. Thoughts on Study, by *Rau Sahab* Vishwanath Narayan.

7. On Morality, by Mr. Narayan Keshew.

8. A Dramatic Dialogue on a practical subject, by Mr. Govind Narayan.

II.—GUJERATI-HINDU BUDDHI-VARDHAK SABHA.

(Session 1856-57.)

Lectures.

1. The Marriage Contract, by Mr. Mahipatram Rupram.

2. Chemical Phenomena, by Mr. Murlidar Girdhar.

Essays.

1. Patriotism, by Mr. Narmadashankar Lalshankar.

2. Effects of Luxury, by Mr. Shivshankar Govindram.

3. The Duties of Man, by Mr. Karsandas Madhowdas.

4. Points connected with the Gujarati Language, by Mr. Jeverilal Umiashankar.

5. Man not destined to be idle, by Mr. Karsandas Mulji.

6.—7. Hindu Medical Science, Parts I. and II., by Mr. Dhirajram Dalpatram.

8. Alchemy, by Mr. Dalpatram Jiwanram.

9. Duties of the Rich towards the Poor, by Mr. Narmadashankar Lalshankar.

10. On Truth, by Mr. Lalshankar Purshotam.

11. Metallic Oxides, by Mr. Dalpatram Pranjivandas.

12. Importance of Libraries, by Mr. Dalpatram Jivanram.
13. On Death, by Mr. Tribhuvandas Dwarkadas.
- 14—15. On Conscience, by Mr. Karsandas Mulji.
16. Infant Education, by Mr. Harivalabhdas Balgovindas.

(Session 1857-58).

Lectures.

1. The General Properties of Matter, by Mr. Murlidhar Girdhar.
2. On Attraction, by Mr. Murlidhar Girdhar.

Essays.

1. Introduction to Gujarati Prosody, by Mr. Narmadashankar Lalshankar.
 2. Disadvantages arising from the custom, prevalent among the Gujarati women, of beating the breasts on occasions of death, by Mr. Narmadashankar Lalshankar.
 3. On Love, by Mr. Parbhuram Navalram.
 4. On Benevolence, by Mr. Tribhuwandas Dwarkadas.
 5. Hints to the Rich, by Mr. Lallubhai Keshuvlal.
 6. The present condition of India, by Mr. Dalpatram Jivanram.
 7. Importance of Moral Education, by Mr. Javerilal Umia-shankar.
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DISTRIBUTION OF PRIZES TO THE BOYS' SCHOOLS OF THE BUDDHI-VURDHAK HINDU SABHA FOR 1858-59.

The distribution of prizes to the pupils of the Anglo-vernacular Boys' Schools of the Gujerati-Hindu Branch Society, for 1858-59, took place, on the 16th of May, in *Shet Ramdas Herachand's House, Kalbadevi*. Besides the office-bearers and members of the Sabha ; several Hindu and Parsee gentlemen were present as visitors. Dr. Reid, President of the Students' Literary and Scientific Society, having been invited to take the chair on the occasion, addressed the meeting as follows :—

GENTLEMEN,—I have much pleasure in complying with your flattering request that I should preside at this distribution of prizes to the pupils of your Boys' Schools. And, though constant professional duties do not admit of my bestowing as much attention on the proceedings of your Society and those of its sister unions as formerly ; yet I shall always be glad to render you all the assistance that my opportunities will allow of, in your laudable efforts to ameliorate the social, moral, and intellectual condition of your countrymen and of your countrywomen.

I am rejoiced to find so many of my present and recent pupils thus following steadily in the footsteps of their predecessors of former years : and I must frankly assure you that, were it not for such earnest self-imposed exertions as those of your Society, I for one should find it difficult to answer those objectors who raise an outcry against the expense of our Government Education.

The spontaneous fruits of knowledge which grow here and elsewhere throughout the Island are, in my humble opinion, the surest proofs that the precious seeds of Education have been planted in no barren or ungrateful soil. The various schools for the education of boys as well as of girls, which have sprung up and prospered during the last ten years, among the most important sections of the native community ; the lectures on various subjects, which are so frequently delivered by the *alumni* of our colleges to large audiences of their fellow-citizens in their own vernacular tongues ; the essays on literary, scientific and social topics, which are read and discussed, in English as well as in Marathi and in Gujerati ; and lastly, the gratuitous preparation, and the all but gratuitous distribution of no less than five monthly vernacular magazines,—two of which are specially designed for the information and instruction of females : these and other manifestations of mental activity are triumphant indications of the influence of new ideas producing strong convictions among the youth of this Island ; and incontestably demonstrate that a thorough awakening of the native mind is being effected.

Nor, I am happy to say, are such gratifying results circumscribed by the limits of this Island. A flourishing Students' Society has, as you are aware, existed for some years at Ahmedabad, where—owing chiefly I believe to the persevering exertions of Mr. Curtis, my former fellow-labourer in the Elphinstone Institution—girls' schools, a lecture-hall, and a library have been established, and several useful and instructive works in Gujarati have been published. A similar society was founded by our lamented friend the late Professor Henry Green at Poona, where the first girls' school was opened in July 1851; and during the year following two other girls' schools; also a boys' infant school, and a low-caste school: all of which owed their origin to the zealous labors of educated young men. Similar institutions, on a smaller scale, are to be found in the provinces. Among those which were allowed to die of neglect, I am sorry to mention the girls' schools at Tannah, where three seminaries, a Marathi-Hindu, a Gujarati-Hindu, and a Parsee school, were opened during the Hoollee festival of 1852, by the exertions of a deputation from our Students' Society, co-operating with the young men of the place.

And you, as well as your brother students elsewhere, would show yourselves unworthy of the liberal and gratuitous education, which you have received at the hands of an enlightened Government, if you did not feel yourselves prompted by an ardent desire to improve the moral and intellectual condition of your less favored countrymen, who have neither access to the walks of knowledge, nor time to devote to its pursuit.

I well remember, gentlemen, when your society was founded eight years ago "*to grow the intellect*" of the Gujarati Hindus; and how its advent was celebrated, as I was informed, in verse, as well as in prose, as the harbinger of knowledge, and of social and moral improvement. It owed its origin chiefly to the exertions of Rao Sahib Pranalal Mathuradas, now Deputy Inspector of Government schools in Gujerat, and of his colleague Mohunlal. Much of its subsequent success was due to the labors of our late Gujarati Secretary, Mr. Mahiputram, now also Deputy Inspector in Guzerat, to whom and to our present Secretary Mr. Javerilal, together with Mr. Nermudashunker, you owe, I believe, the origin of your *Buddhivardhak* Magazine. Mr. Nanabhai Huridas, and Mr. Kursundas Mulji have also given much valuable assistance; and though last not least, Mr. Gungadas, your President, who to my knowledge, has labored enthusiastically for several years in the cause of education and of social reform.

I am glad to learn also, that many of your seniors have assisted you from time to time by pecuniary contributions towards your Boys' Schools. I wish you could induce them to extend a like support to the cause of Female Education.

Two Schools, attended by 105 girls—taking the average of the last four years—is but a poor approach towards the enlightenment of the Gujarati females of Bombay. And indeed our five Hindu Schools, taking them all together, with their aggregate little population of 300 souls, are but a few

green cultured spots, lying far apart amid the surrounding arid wastes, which still thirst for the refreshing showers of heaven-sent knowledge.

It is now more than six years since my friend the late Professor Green and myself took the liberty of calling together the principal members of your community, to confer with them on the prospects of female education among the Gujarati people. And many of those wealthy gentlemen, if I mistake not, promised us their moral support, as well as their pecuniary assistance. But I am sorry to say that few, if any, have redeemed their pledge. A worthy example, however, has recently been set by the munificence of Shet Munguldas ; and I most sincerely hope and expect that the liberal advances made by him, and by a few other Hindu gentlemen, may be speedily followed by many more steps in the same direction : so as to enable us to open several other schools in various parts of the Island.

I regret to find that the Bhatia community—constituting so large a section of our Gujarati population in Bombay, and estimated at about 16,000 souls—should have as yet shown such little indications of appreciating the advantages of female education. Superstitious prejudices regarding that all-important subject are, I am sorry to learn, still rife among them ; and even adverse influences used to check the progress of enlightenment.

Those persons—if any such there are—who by such means seek to arrest the onward tide of civilization, may as well endeavour to drive back the waves of the ocean. The triumph of their resistance will be but of short duration ; and their barriers will be inevitably swept away by the sure advance of coming improvement.

I would now ask our wealthy and influential friends here present to improve this occasion by recording their subscriptions on behalf of female education, and further to promise us their active co-operation in that glorious cause. How can you reasonably expect any permanent amelioration in the social condition of your people, so long as you permit *one half of its members* to grow up in abject ignorance ?

Let the successful efforts which are now being made by your Parsee fellow-citizens stimulate you to a healthy exertion. Over 1,200, I believe, of the daughters of that enterprising and progressive people, are now receiving instruction,* whereas ten years ago there were not perhaps 20. You, the Gujarati Hindus of Bombay furnish as large—if not a larger—contingent to the population of this prosperous Island, and your contribution scarcely as yet exceeds 100 children ! What a frightful sacrifice of helpless innocents you yearly offer up at the shrines of the demons Ignorance and Superstition. Rouse yourselves at last from such senseless apathy, and save from perdition the future mothers of your Race !

* Besides the 4 Parsee Schools founded by the *Students' Literary and Scientific Society*, and now conducted by the "*Parsee Girls' School Association*," there are 3 Girls' Schools supported by "*The Sir Jamsetjee Jejeebhoy Parsee Benevolent Institution*;" and also some few private schools.

The *Report of the Managing Committee* for the past year was read in Gujarati by the Secretary, Mr. Dalputram Jewanram. Ten meetings had been held during the year for the delivery of Lectures on scientific subjects, and for the reading and discussing of Essays. A special meeting of the Society was convened in celebration of the Queen's Proclamation on the 1st of November, 1858: when appropriate addresses, on the advantages of a superior education, were delivered to a large assemblage of visitors, by the President, Mr. Gungadas Keshordas, in Gujarati; and by *Rao Sahab* Bhaskar Damodar, in Marathi. The *Sabha*, moreover, presented prizes, on the same occasion, to the pupils of the Gujarati-Hindu *Girls' Schools* of the Students' Literary and Scientific Society.

The principal Boys' School of the *Sabha*,—"The *Buddhivardhak School*," at Kalbadevi, was opened in October, 1851, on a self-supporting plan. Poor children were to receive instruction free; while those boys, whose parents could afford it, were expected to pay, according to their means. English and Gujarati are taught side by side from the beginning; and the parents of most of the pupils have in view their ultimately entering the Central School of the Elphinstone Institution. About a dozen Gujarati *Shets* recorded annual subscriptions, in aid of the school, to the amount of nearly Rs. 400; and as the school, independent of such contributions, at one time nearly paid its own expenses from the fees of its pupils, a second school was, by way of experiment, opened in the Fort in 1855. The latter, however, did not succeed; and was closed by the *Sabha* in April 1859. The principal School was reported by the examiners to be in a flourishing condition. The pupils, who answered creditably in most of the subjects of study, had increased in number during the year from 88 to 125. The following gentlemen continue to contribute annually in aid of the school: Shet Munguldas Nathubhoy,—Rs. 75; Shets Vurjeewundas and Narotumdas Madhowdas,—Rs. 75; Shet Bhugwandas Purshotumdas,—Rs. 75; Shet Ramlal Thakurseydas,—Rs. 48; Shets Kaliandas Mohundas and Nathubhoy Nagurdas,—Rs. 25 each; and Shet Jugonnath Hemraje, Rs. 12. During the year under report, moreover, one

Hindu gentleman presented the *Sabha* with the handsome sum of Rs. 300 ; and another with the sum of Rs. 100 ; and Mr. Keshowdas Shivdas bestowed a sum of Rs. 50, to defray the expence incurred in supplying the boys with water.

The Director of Public Instruction subscribes, on behalf of Government, for 150 copies of the Society's Magazine "*The Buddhivurdhak Grunth*," of which 550 numbers are issued monthly.

The Report having been read, the prizes were distributed to the pupils : after which the chairman requested Dr. Bhawoo Dajee to address the meeting in Gujarati, whereupon that gentleman spoke to the following effect :—

GENTLEMEN,—I have just been requested to address you a few words in Gujarati, which I shall endeavour to do as briefly as possible.

The report just read is very satisfactory, and reflects great credit, as well on the young men who are so ably and zealously conducting the self-imposed task of spreading knowledge by every judicious means, among their countrymen and countrywomen, as on those of their seniors who have aided them by their purse. The learned gentleman in the chair, in his able speech, has said no more than what is justly their due. I shall not dwell any more on this aspect of the report. It is no matter of surprise that many of our countrymen, who have not themselves tasted of the sweets of knowledge, should have no great desire to educate their sons or daughters. But I cannot but condemn as unpardonable the conduct of those who actively oppose the advance of knowledge. Like the owl, which delights in darkness and ruins, the light of knowledge is to them unbearable. If such conduct is to be reprobated in ignorant persons, it is execrable in some individuals, who pretend to greater enlightenment, but who lose no opportunity secretly to throw discredit on education and the educated.

Countrymen, I cannot impress upon you too frequently or too forcibly the fact, that the spread of knowledge and of truth of every kind cannot of itself produce evil results, any more than light can produce darkness. Knowledge is pure and holy, and its absence or abuse only produces evil. The best gifts of Providence are often abused by man, but they cannot be condemned on that account. As is said in the *Hitopadesa*—

“ Truly richer than all riches, better than the best of gain,

Wisdom is, unbought,—secure, once won, none loseth her again.

Bringing dark things into daylight, solving doubts which vex the mind,

Like an open eye is wisdom : he that hath her not, is blind.”*

There is one popular belief which is acting very prejudicially on the Hindu mind : I mean the belief that the age we live in is an iron age ; and that Hindu society is destined to retrograde as the age advances.

* Arnold's *Hitopadesa*.

Whilst the rest of the civilized world is looking for better and happier days, the Hindu anticipates nothing but evil. The best of human schemes and human efforts for the advancement of India, are therefore looked upon as the harbingers of evil ; and a whole people, entranced in this mood, makes no progress ; but allows itself to float along the stream of time as best it may.

To any one who studies the history of the Human Race, and of this country in particular, such an idea cannot but appear to be a great delusion, operating mischievously on the energies of the people. It is true that Hindu society has, in modern times, in certain respects, retrograded ; but it has of late advanced in the path of improvement and of happiness. * * * *

And is this age of steam, of railways, of electric telegraphs and of cheap printing,—the age which has produced a galaxy of philosophers in Europe, behind “ the good old days ” ? And is not the connection of India with Great Britain operating for good ?

By the very law of its creation, the world is in eternal progress ; and there is nothing so revolutionary, because there is nothing so unnatural and convulsive, as the strain to keep things fixed. Let us therefore hope for better days. Hope is half the battle won.

In the words of Kalidas “ All that is old is not therefore necessarily excellent ; all that is new is not despicable on that account alone. Let what is really meritorious be pronounced so by the candid judge, after due investigation. Blockheads only are influenced by the opinions of others.”

Let us therefore not despair. The everlasting talk about destiny and the “ Kuli gug ” is the coward’s babble. “ Fortune ! Rate her like a master ; and she serves thee like a slave.” Animated by hope and by the consciousness that you are laboring in a good cause, you will overcome all obstacles, and your disinterested efforts will be crowned with success.

Thanks having been voted to the Chairman, as well as to the heirs of Shet Ramdas Herachund ; and several of the gentlemen present having recorded subscriptions in aid of the funds of the *Sabha* ; the meeting separated.

VERNACULAR LECTURES AND PAPERS DURING
1858-59.

I.—MARATHI DNYAN-PRASARAK SABHA.

Lectures.

1. On Avarice, by Mr. Ramkrishna Gopal.
2. On Civilization, by Mr. Bhaskar Hari.
3. The Spread of Education in India, by Mr. Vishnu Moreshwar.
- 4—5. Mental Philosophy, (Nos. V. and VI.), by the Revd. Narayan Sheshadri.
6. On Eloquence, by Mr. Wamon Abaji.
7. On the Increase of Knowledge, by Mr. Govind Narayan.
8. On Mesmerism, by Mr. Narayan Dinanathji.
9. On Caligraphy, by Mr. Govind Narayan.

Essays.

1. The Theories of Morals, by Mr. Harishankar Balkrishna.
 2. The Rights of Man, by Mr. Shantaram Narayan.
 3. On Reading, by Mr. Venayak Janardun.
 4. Necessity of Education, by Mr. Bhowan Ramkrishna.
 5. Morality, Part I. (*Presented to the Society*). Read by the Secretary.
 6. The Duties of Educated Young Men, by Mr. Mahadeo Govind.
 7. Necessity of Observation for the acquisition of Knowledge, by Mr. Shantaram Narayan.
 8. The English Revolution of 1688, Part I., by Mr. Venayak Janardun.
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II.—GUJERATI-HINDU BUDDHIVARDHAK SABHA.

Lectures.

1. On a Medical Subject, by Dr. Dhirajram Dalputram.
2. The Wonders of Science, by Mr. Utamram Narbharam.
- 3—4. On Hydrostatics, by Mr. Kursandas Mulji.

Essays.

1. The Figures of Speech, by Mr. Narmudashankar Lalshankar.
2. The Pleasures of Science, by Mr. Motiram Trikumdas.
3. The present state of Hindu Women, by Mr. Dalputram Jivanram.
4. On Morality, by Mr. Ardashir Framji.
5. On Union, by Mr. Narmudashankar Lalshankar.
6. The Properties of the Atmosphere, by Mr. Utmaram Narbheram.
7. Present condition of Hindu Women, by Mr. Vundravun Luxuman.
8. On Mercantile Contracts, by Mr. Harilal Mohaulal.
9. On Truth, by Mr. Shridar Narayan.
10. On the Properties of Milk, by Dr. Dhirajram Dalputram.

(In Verse.)

- 1—3. On Filial Affection ;—On Rashness ;—On Freedom ;
—by Mr. Narmudashankar Lalshankar.
- 4—6. Evil Effects of Intoxication ;—On Forbearance ;—
Custom among Women of beating the breasts, on occasions of
Death ; by Mr. Dalpatram Dayabhai, *Kuvi*.
-

Girls' Schools.

REPORTS OF EXAMINERS FOR THE YEAR 1858-59.

I.—MARATHI-HINDU SCHOOLS.

We beg to report, for the information of the Students' Literary and Scientific Society, the result of the examination of the Marathi Hindu Girls' Schools Nos. 1, 2, and 3.

2. Agreeably to the instructions of the Secretary, we commenced the examination on Wednesday the 24th of August last. It lasted ten days, occupying on an average three hours a day. The school No. I. (*Loharchal*) took up four days, viz., from the 24th to the 27th August; the school No. II. (*Girgaum*) occupied the next three days; and the school No. III. (*Witthulwady*) also engaged us three days, viz., from 1st to 3rd September. The school No. I. numbers 94 girls, the school No. II. 80, and the school No. III. 48, aggregating 222 girls in all. These numbers are encouraging; there being 39 girls over the number reported last year. The examination in each school began with the lowest class, and ended with the highest. At the close, an address was delivered in each school, exhorting the girls to prosecute their studies with zeal and diligence—not only while at school, but after they had left it; to consider and digest what was taught in their books; and to be regular in their attendance. We are happy to observe that we found the task very pleasant and delightful.

3. The result of the past fifteen months may be deemed very satisfactory and encouraging; considering the almost insuperable impediments which the manners and customs of Hindu society throw in the way of improvement of any sort, but of female education in particular. The Hindus have an apathy to female education, unlike that of males. The little girls are not, we believe, sent to school with any real desire to secure them the benefits of education, present or prospective. At home few girls

are ever made to look at their books. Their irregular attendance is also an evil which springs from this apathy. On looking over the rolls, it was found that a full half of the total number of girls on the rolls seldom attends any of the schools. (The accompanying papers A, B, C, furnished by the masters of the respective schools, will bear out this statement.)* For the slightest pretext which can be assigned, the girl is kept from school. Another evil is that, with all the inattention to studies at home, and irregularity in attendance, the girl is withdrawn from the school too soon. Eleven is the maximum age a girl is allowed to remain in school. Scarcely are the higher powers yet developed, and she is capable of receiving substantial instruction; when she is abruptly removed, and plunged into the cares and anxieties of family affairs. All these evils proceed from the indifference of the people; and we fear there is no direct and immediate remedy. Exhortations and admonitions may, however, from time to time, be given to the girls to learn at home and to attend regularly; and to encourage this, we beg to recommend that a small present be given to those girls who may appear, by the accompanying papers, to have attended the greatest number of days. It would be some sort of inducement to the parents of the girls to send them to school regularly.

4. In the last report it was stated that "the faculty of comprehending the scope of what is read does not seem to have been acquired in so great a degree as could be desired." We found this statement to a certain extent confirmed by our experience. As a means of removing this defect, we would suggest the establishment, in each school, of a small Library of select Marathi books, adapted to youthful readers. Such a collection would be very useful to the higher classes, who would have thereby more reading, and no doubt a little more thinking.

5. The girls appear to be far behind in arithmetic; but we hope special attention will be paid to it in future. The standard for the highest class should be raised to proportion, or what is called the rule of three. Arithmetic, to be at all useful, must be

* The Returns alluded to by the Examiners are not printed.—B. D.

learnt as far as this at least. Instead of having the same classes for arithmetic and reading, the two branches might be kept distinct; so that the teaching of arithmetic might be more regular and progressive.

6. *School No. I.*—The present situation of this school is very incommodious, and the way leading to it very inconvenient, especially in the wet season; and we would recommend that means be used to secure a better accommodation. The girls in this school seemed to be very intelligent and willing to study; and their general demeanour was excellent. The questions proposed were such as to test if they had learnt by rote, or whether they understood what they had learnt; and it is satisfactory to state that their understanding, as well as their memory, has been exercised. It was really a pleasant sight to observe the ease and earnestness with which the girls of the 1st class vied with each other to answer; and among these, Ahilya Balkrishna, who is the *dux* of her class, deserves special mention. This school still maintains its superiority over the other schools in the standard of attainments.

7. *School No. II.*—The situation of this school, a cottage in the garden of *Jugonnath Sunkersett, Esq.*, is the best adapted for such a school; and that gentleman deserves special thanks for setting it apart for the purpose. Though inferior in point of advancement to School No. I., it is but justice to say that the girls here have learnt much that is useful and important, and that they make an approach to the girls in the other school. The girls in this school too are intelligent and willing to learn; and their general appearance is satisfactory.

8. Babee Nana, who stands at the head of the roll, distinguished herself as the best girl of the school, by the rapidity and accuracy of her answers, even in the subjects in which the answering of the rest of her class was very indifferent. It has to be remarked that the girls in this school were, to a certain extent, superior to those of the school No. I. in canvas embroidery and sewing; whilst not a single specimen of knitting was shown in the latter school. This is attributed to the girls in school No. I. being unable or neglecting to bring materials of their own.

9. *School No. III.*—The premises of this school are even worse than those of school No. I., which we have already recommended to be removed to some better place. The school is on the third story of a house in Wittulwady, and the passage leading to it is shrouded in darkness. The room moreover occupied by the school, opens into the residence of another person, to whom the noise of the girls, as well as the ingress and egress of strangers, must of necessity be a nuisance.*

10. This school really far exceeded our expectations. In the last report it was stated that the girls “in appearance and intelligence are much behind those of the other two schools;” that “in point of real education and the standard of attainments, school No. III. comes last;” and that the examiners “did not observe much that deserves commendation.” But the school has now fairly redeemed its character, and claims to be considered nearly equal to school No. II. The girls appear to be very intelligent, and to have studied with attention; and on the whole there seems to be much improvement upon the past.

11. In conclusion we have to add that our task was much lightened by the assistance we were spontaneously favored with by Mr. Vinayak Moroji, Mr. Cassinath Mahadeo Thuttay, Mr. Narayan Dinanathji, and several other gentlemen.

GOVIND NARAYAN,
SHANTARAM NARAYAN, } *Examiners.*

Bombay, 12th October 1859.

GENERAL VIEW OF THE EXAMINATION.

SCHOOL No. 1.—LOHARCHAL.

Wednesday, the 24th August, 1859.

4th (or lowest) Class : 46 Girls on the roll; present only 25; owing probably to the heavy rain this day.

Studies :—Some of the higher girls are able to draw letters, and work

* This school has since been endowed by Shet Bhugwandas Purshotumdas, and has been transferred to a spacious and airy bungalow near Kalbadevi.—B. D.

small sums in mental addition. The rest can merely distinguish the letters. The former have a general knowledge of birds, beasts, &c.

Answering :—Good; and the girls are very intelligent.

Girls for Prizes :—Dhackle Vishram, Mathoora Bhawoo, Wittabace Rowloo, Mancoo Sudanund, Mancoo Gunput, Sokra Dadajee.

3rd Class : 8 Girls on the roll; present 7.

Studies :—First Book for Girls (*Dnyān-bodhak* No. 1), with explanations; pages 21; Multiplication Tables; general knowledge of birds and beasts.

Answering :—Reading rather slow, and appears to be by rote. In general knowledge, questions were proposed regarding the elephant, the cow, &c.; but in this subject, as also in Arithmetic, the answering was indifferent. The girls, however, were intelligent.

Girls for Prizes :—Eshwant Dadoo, Gunga Ballaram, Soonder Sudanund.

Thursday, the 25th August, 1859.

2nd Class : 18 Girls on the Roll; present 13.

Studies and Answering :—*Dnyān-bodhak* No. II., pages 35 : Reading generally good; the girls understand and explain well what they read; writing by dictation,—generally good; general knowledge of animal and vegetable substances,—good; Grammar, pages 14,—indifferent, studied by rote; Arithmetic, multiplication tables, and small sums in mental addition—tolerably good; canvas embroidery—specimens exhibited good.

Girls for Prizes :—Bhicoo Dinker, Nurbud Dajee, Krishna Keroobhut, Anundee Ramchunder, Soonder Sadasew, Vennoo Atmaram, Yamoona Bhawoo, Bahina Shreecrustna.

Friday, the 26th; and Saturday, the 27th August 1859.

1st Class : 18 Girls on the roll; present 15.

This class may be divided into two sections; the girls in the first being, in extent of studies and general advancement, superior to those in the second. who were stated to have been only recently transferred to the class.

Studies of the 1st Section :—*Balmitra* (Berquin's *Children's Friend*) 1st vol.; Grammar, pp. 14; Geography, pp. 16; History of the Marathas, pp. 41.

Studies of the 2nd Section :—*Balmitra*, 1st vol. pp. 125; Grammar, pp. 11; Geography, pp. 10.

The girls were also examined in writing by dictation; in the use of the maps (especially of India); and in Arithmetic, mental and on slate, as far as Division; and they were also made to chant some pieces from *Vanee-sankar-Natuck*, and from the *Sumitra* (*Girl's Magazine*).

Answering :—The reading of this class was very good, and so was their general knowledge. In writing by dictation and in Arithmetic, they acquitted themselves creditably. In Grammar, the first section showed much proficiency; and the answering of the second was tolerably good. The answering in Geography was especially good; and though the first section had learnt only a little of the history of the Marathas, they had still a good general knowledge of it. The specimens of their crotchet work were creditable. Their chanting of songs was also excellent. The modulations of voice necessary to please the ear seemed to have been studied with attention.

The girls recommended for *prizes* are as follows—in the *first section* : Ahilya Balkrishna, Bheekes Dadajee, Nannee Cassinath, Krishna Pillajee, Bhachu Wassudeva, Dhakee Narayan; in the *second section* : Soonder Damodher, Heerabeen Pandoorung, Gunga Shreenewas, Krushna Luxumon, Nerbuda Atmaram.

SCHOOL No. II.—JUGONNATH SUNKERSHET'S.

Saturday, the 28th August, 1859.

6th Class : 37 Girls on the Roll; present 24.

Studies :—The Alphabet; General Knowledge: Animals—The Horse, The Ass, Birds, &c.

Answering :—Creditable; most of the girls acquitted themselves well.

Girls for Prizes :—Ballabae Raghoba, Pootala Shreedhar, Sonabae Nanna, Nannee Venayeck, Dhondoo Wassudeva, Sokree Moroba, Sokree Sadannud, Doorga Shreedhur.

5th Class : 10 Girls on the Roll; present 9.

Studies :—Syllables and compound letters; reading a part of the *Dnydn-bodh*, No. I., figures; general knowledge—Animals.

Answering :—Distinguish letters, from words, read a little; could not write compound letters; general knowledge, good; could not draw figures; general appearance satisfactory.

Girls for Prizes :—Nanee Bappoojee, Keekee Luxoomon, Sona Ballajee, Kashee Kooshaba, Angoo Pillajee, Chandrabhaga Pillajee.

4th Class : 8 Girls on the Roll; present 6.

Studies :—*Dnydn-bodhak*, No. I., pp. 25; Multiplication Tables.

Answering :—Reading good; general knowledge, pretty fair; Arithmetic, —answering rather slow; general appearance pretty fair.

Girls for Prizes :—Bamon Dadoolbhaee, Gungabai Meroba, Sookurabai Ramchunder, Dwarka Ballajee.

3rd Class : 6 Girls on the Roll ; present 4.

Studies :—*Dnydn-bodhak* No. II. pp. 50 ; Numeration and Multiplication Tables ; General Knowledge.

Answering :—Reading good ; explanation pretty fair, considering that the book is rather too hard for them ; Arithmetic, answering rather indifferent, but the first girl did well ; general knowledge—fair.

Girls for Prizes :—Raywa Hurichundra, Umboo Pandoorung, Krishnabae Narayan, Sokurabae Gunput.

Monday, the 29th ; and Tuesday, the 30th August 1859.

2nd Class : 8 Girls on the Roll ; present 8.

Studies and Answering :—*Æsop's Fables*, pp. 100, with explanations,—reading and explanation fair ; Grammar, pp. 12,—pretty fair ; Geography pp. 10,—tolerably good ; cannot point out well on the Maps ; History of the Marathas, pp. 15,—indifferent ; chanting good ; general knowledge of beasts and birds,—fair ; writing by dictation,—rather poor ; Arithmetic—Subtraction,—pretty fair, but rather slow. The specimens of canvas embroidery, knitting, and sewing shown, were creditable.

Girls for Prizes :—Bunnee Bhowaneeshunker, Poota Gujjanun, Krushna Wiswanath, Bhachoo Fuckeer, Nanee Soonder.

1st Class : 11 Girls on the Roll ; present 10.

Studies and Answering :—*Balmitra*, 1st volume, with explanations,—reading and explanation very good ; Grammar, pp. 20, pretty fair ; Geography, pp. 12, pretty fair ; History of the Marathas, pp. 25, indifferent ; writing by dictation, rather poor ; chanting very good ; general knowledge of birds and beasts,—fair ; knitting, canvas embroidery, and sewing, creditable ; Arithmetic,—Compound Division ; pretty fair, but rather slow.

Girls for Prizes :—Bhabee Nanna, Cashee Ramchunder, Sonabai Moroba, Dadabai Juggunath, Anabai Gunput, Bayna Surotum.

SCHOOL No. III.—WITTULWADY.

Thursday, 1st September, 1859.

4th Class : 25 Girls on the Roll ; present 20.

Studies :—The Alphabet—syllables and compound letters ; figures to 30 ; general knowledge.

Answering :—The Class acquitted itself creditably.

Girls for Prizes :—Wittabae Hurrichund, Ramcore Purdasse, Yamoona Hurree, Yamoona Gopinath, Krishna Unna, Cashee Hurrichund, Soonee Wisswanath.

3rd Class : 8 Girls on the Roll ; present 7.

Studies :—*Dnyan-bodhak*, No. I., pp. 21 ; general knowledge—tea, sugar, &c. ; Arithmetic, Multiplication Tables.

Answering :—Reading and explanations good ; general knowledge pretty good ; Arithmetic, fair.

Girls for Prizes :—Baya Dinkur, Anabae Tattiajee, Soonder Cassinath, Murree Luxumon.

Friday, the 2nd September, 1859.

2nd Class : 8 Girls on the Roll ; present 5.

Studies and Answering :—*Dnyan-bodhak*, No. II., pp. 30, with explanations ; reading and explanation very good ; Grammar, pp. 4, pretty fair ; Geography, pp. 10, tolerably good ; general knowledge, fair ; chanting—pretty fair ; Arithmetic—Multiplication, good ; sewing and crochet work,—good.

Girls for Prizes :—Yamoona Bhasker, *Crishna Bappoo, Cavaree Saddasew, Crishna Wassudew.

Saturday, the 3rd September, 1859.

1st Class : 7 Girls on the Roll ; present 7.

Studies and Answering :—*Balmitra*, pp. 150, with explanations ; reading and explanation very good ; Grammar, pp. 15—also very good ; general knowledge—fair ; geography—creditable ; can point out on the Maps very well ; writing by dictation—pretty fair ; chanting—good ; canvas embroidery, knitting and sewing—good ; Arithmetic—Multiplication,—good and quick.

Girls for Prizes :—Dewaleebai Ragoonath, Sonabai Sukaram, Yeshwant Mungesh Avdee.

(Signed) GOVIND NARAYAN.

„ SHANTARAM NARAYAN.

Bombay, 12th October 1859.

(True copy.)

BHASKAR DAMODAR,

Secretary S. L. and S. Society.

* N.B.—The second Girl was absent owing to sickness ; but she has been set down for a prize at the request of the Master, who recommended her as a deserving girl.

II.—GUJERATI-HINDU SCHOOLS.

In reply to your letter dated 14th September, we beg to inform you that we have examined the *Munguldas Nathubhai Girls' Schools*, Nos. 1 and 2, and beg to report the result.

The Fort School, which was examined first, was found to contain 24 girls, divided into two classes.

The lowest Class : No. of pupils per register, 15 ; No. present at the examination, 13.

Most of the pupils in this class have been in the school 3 or 4 months, and are from four to eight years of age. Their progress did not extend beyond the alphabet. Only one girl could write and recognise the letters ; and eight of the pupils present could not repeat the letters. The progress upon the whole appears to be unsatisfactory.

The highest Class : No. of pupils per register, 9 ; No. present at the examination, 8.

The whole class reads *Pathmala* No. I., except one girl, who studies *Balmitra* and *Nitibodh-katha*. Four out of the seven girls present read and explained very well, considering the time they had been at the school ; one did it, but not so well ; and the remaining two could make out easy words. All these seven girls could repeat figures up to 100, and make small additions and multiplications mentally. One girl read *Balmitra* with facility, and correctly explained the part read. In *Arithmetic* they had progressed as far as subtraction. The class acquitted itself pretty well ; also in the knowledge of *useful substances*, such as cotton, silk, &c.

School No. I. at Paidhoni, contained 105 pupils, divided into four classes.

The lowest Class : No. of pupils per register, 62 ; No. present at the examination, 46.

Half the number repeated the alphabet well ; the rest not correctly. Nine can repeat figures up to 25. Their progress was not satisfactory.

The Second Class consisted of two divisions :—

1st Division.—No. of pupils per register, 11 ; No. present at the examination, 10. They could recognise the letters of the alphabet ; but, as the majority of them have been in the school from one to three years, their progress is not at all satisfactory. They repeated figures up to 50 ; and most of them could distinguish them up to 20.

2nd Division.—No. of pupils per register, 9 ; No. present at the examination, 7. They read and make out words very well. Two of the girls know the figures up to 100 ; and the rest up to 50.

Third Class.—No. of pupils per register, 12 ; No. present at the examination, 11.

This class studies *Dnyānbodhak No. I.* ; Multiplication tables (anks), up to 7 times one. Their reading was pretty fair ; and writing from dictation tolerably good. The class sings *Gurbās*, but not in a good tone.

Fourth or Highest Class.—No. of pupils per register, 11 ; No. present at the examination, 10.

*Studies :—**Balmitra* vol. I., 25 pages ; *Geography of Asia*,—countries and their capitals, rivers, mountains,—particularly of India ; *Arithmetic*,—Addition ; *Narma-kavita* (poetry) ; Dictation. The average standing of this class appears to be from two to three years.

*Remarks :—*Reading and explanation good ; knowledge of Geography pretty fair ; in Arithmetic the class appeared to be backward, only the top girl could work a small sum in multiplication ; writing from dictation pretty fair.

In needle-work the progress of the girls was unsatisfactory. This class recites poetry from *Narma-kavita, No. I.*, a book too difficult for young children to understand. Their singing was not good.

We beg further to state that the school in the Fort wants some addition to its establishment. One master, getting seven or eight rupees a month, is not sufficient. We understand that he is employed in collecting, as well as teaching, the children. This does not seem proper. There is urgent necessity for employing one assistant under him, for the purpose of bringing the children [to the school].

Another thing which we have remarked, is the irregular attendance of the pupils. This is much to be deplored. We think that a little more vigilance on the part of the masters would lessen the evil, which is a great hindrance to the progress of the schools.

With regard to the class-books used in the schools, we would take the liberty to recommend to the Committee to introduce the new series of Gujarati books, recently published by Government, under the superintendence of Mr. Hope; except the first book, which is not adapted to the Girls' Schools.*

Before concluding our remarks, we beg to notice one thing, which is never to allow the children to commit poetry by heart, without their understanding its meaning and import. The pieces which the girls sang at the examination were not understood by them; and hence we saw that they recited them without proper force and emphasis.—We beg to remain, Sir, your most obedient servants,

(Signed) NOWROJEE FURDOONJEE.
 „ MOHUNLAL RUNCHORDAS.

20th October 1859.

TO THE SECRETARY, &c. &c.

(True Copy.)

BHASKAR DAMODAR,
 Secretary S. L. and S. Society.

* I beg to state that I differ from my friend Mr. Nowroji on this point. The first book has been purposely made for very young children, such as we generally have in our female schools. I think it therefore desirable to recommend the Committee to introduce the form and color box (a specimen of which I have given to Wasudev Babaji) into the lowest class, before teaching its pupils the first book. The object in teaching the children to distinguish the different forms, &c., without their names, is to train their eyes. No sooner they become acquainted with this well, they will, I dare say, find very little or no difficulty in going over the first book. It is unnecessary for me to dilate much upon this subject here, as it has been well explained in the introduction to the book.

(Signed) MOHUNLAL RUNCHORDAS.

20th October 1859.

Girls for Prizes.

The girls recommended for prizes by the examiners are as follows:—

In the *Paidhoni School*: Munigowry Lullubhai,—for the *Hemabhai Vukutchund* prize of Rs. 25; Mani Jethasa, Keli Amerchand, Nauker Raychund, Vaji Ramji, Dholi Harivulubhdas, Amba Luxamidas, and Chumi Ramchundra.

In the *Fort School*: Jadi Pujasa, Pasi Huthisa, and Chima Mulchund.

JAVERILAL UMIASHANKAR,
Gujerati Secretary.

DISTRIBUTION OF PRIZES FOR THE YEAR 1858-59.

The distribution of prizes to the pupils of the Hindu Girls' Schools of the Society for the 10th year, took place at *Shet Munguldas Nathubhai's Garden-House, Girgaum*, on Saturday the 3rd of March, at 5 P. M.; having been unavoidably postponed for some weeks, in consequence of the illness of the Right Hon'ble Lord Elphinstone, who had kindly consented to preside on the occasion.

The obverse of the invitation cards presented a general view of the schools: exhibiting their respective supporters; the locality of each school; the number of its pupils, and the language of instruction, as under:—

GIRLS' SCHOOLS.

MARATHI-HINDU.		GUJARATI-HINDU.	
The <i>Jugunnath Shunkershet</i> School, <i>Girgaum</i>	Pupils 80	The <i>Munguldas Nathubhai</i> School, <i>Paidhont</i> ..	Pupils 105
The <i>Bhugvandas Purshotumdas</i> School, <i>Kalbadevi</i> .	" 48	The <i>Munguldas Nathubhai</i> School, <i>Fort</i> ...	" 24
The <i>Loharchal</i> School, (at present supported by <i>Dr. Bhawoo Daji</i>)	" 94		Pupils 129
	Pupils 222		
Total Number of Schools		5	
Total Number of Pupils		851	

His Excellency the Governor arrived, attended by his personal staff, a little after 5 P. M., and was received by *Shet Munguldas*, and by *Dr. Reid*, the President of the Society. The girls of the various schools, among whom were the daughters of some of the principal Hindus of Bombay, were arranged, in the order of their classes, elegantly attired and decorated with valuable ornaments; and the spacious saloon of the mansion, where most of the girls were seated, was filled with members of the services—civil, military, and medical, with merchants, and with professional men, together with several ladies; and with a large assemblage of native gentry—Hindu, Parsee, and Mahomedan.

DR. REID commenced the interesting proceedings of the evening by addressing His Lordship the Governor as follows:—

Mr Lord,—I have to thank your Lordship, in the name of the Society, for the honor you have done us, in thus kindly consenting to preside on this occasion. When last we were honored by your Lordship's presence the schools of the Society were supported out of a fund contributed by all classes of the community. Important changes have in that respect since taken place:

In the month of July 1857, the four Parsee Girls' schools, containing on their rolls 409 pupils, were transferred by a resolution of the Society to a committee of Parsee gentlemen (since denominated the "Parsee Girls' School Association"), who had proposed to undertake the entire support and management of them for the future. The five Hindu schools continued, until the commencement of last year, to be supported out of the general fund; with the assistance of some annual contributions,—the principal of which was one of Rs. 200 paid since July 1854, by Shet Munguldas Nathubhai.

On the 1st of October 1858, the ninth anniversary of their foundation, I drew up, at the request of the managing committee, a summary statement of the condition and resources of these schools; concluding with a request to the Hindu merchants and gentry of the island for pecuniary aid, in order to place them on a more solid and permanent basis. The results which followed that proposal are thus described in the report of the managing committee, read on the 20th of January 1859, and now about to be published:—

[The extracts read from the Report, paras. 21—25, are already printed at pages 10—11.]

Since then the good example set by Shet Munguldas Nuthubhai has been worthily followed by Shet Bhugwandas Purshotumdas, another Gujarati merchant and banker, who, in a letter dated the 13th of December 1859, expressed his willingness to place at the disposal of the Society an annual *permanent* contribution of Rupees 600, payable in advance, for the endowment of a *Marathi* School. This liberal donation, which evinced disinterested generosity in the circumstance that it was intended to benefit a section of the community to which the donor did not belong, the Society had much pleasure in accepting; and, in order to mark their sense of the public spirit of Shet Bhugwandas, the school endowed by him was designated "*The Bhugwandas Purshotumdas Marathi Girls' School.*"

Mr. Juggonath Sunkersett also, in a letter dated the 21st of January last, has declared his annual endowment to be *permanent*. The same gentleman has contributed Rs. 100 for the purchase of prizes for the pupils of the school which bears his name. Some other gentlemen, besides the supporters of the schools, have contributed towards the fund for prizes.* Of the munificence of Shet Munguldas, who has undertaken the whole expense of this exhibition, your lordship and all here present have manifest proofs in the taste and

* Mr. Venaykrow Jugonnathji contributed Rs. 25; and Messrs. Narayan Dinanathji, Venayakrow Wasudevji, Venayakrow Hurichundji, and Khunderow Moroji—Rs. 20 each. The *Marathi Dnyānpurasarak* Branch Society also contributed Rs. 40, besides 500 numbers of its monthly magazine.

elegance of all his arrangements; and in the value of the prizes, which he has bestowed upon the pupils of the two Gujarati schools—at present wholly supported by his endowment.

There is another contribution which deserves prominent mention for its novelty, as well as for its peculiar fitness. I hold in my hand a letter from Javerbai, the lady of Shet Bhugwandas Purshotumdas, enclosing a bank note for Rs. 100, to be expended in prizes for the pupils of the Bhugwandas Purshotumdas Marathi Girls' School. This document was forwarded in original to the Secretary of the Society, by the Secretary of the School Committee Mr. Venayek Wasudev, on the 19th of last month; and is in itself valuable evidence of the fruits of female education.

From this brief statement your lordship will see that the education of the higher classes of Hindu females in Bombay is no longer, as it was ten years ago, a matter of doubtful experiment; but a successful reality, the practical effects of which are apparent. There still however remains much to be done, both in the way of increasing the number of schools, and of raising the standard of instruction in those already established. The *permanent* endowments contributed by private individuals, already amount to Rs. 2000 per annum; and the Committee feel confident that a recommendation from your Lordship, that a similar amount should be contributed out of the educational funds of the State, would meet with all the consideration which the influence of your Lordship, as well as the importance of the object, would secure for it.

The following is the letter of Mr. Juggonath Sunkersett referred to by the President, and written on the eve of the day originally appointed for the exhibition:—

To R. T. REID, Esq., LL.D.,

President of the Students' Literary and Scientific Society.

MY DEAR SIR,—With reference to my letter dated the 20th January 1859, I have the pleasure to inform you that my annual contribution for the support of the Girls' School which bears my name, although promised only for three years certain in the first instance, was always intended by me to be permanent, and I take this opportunity to announce the fact formally. In addition to the pecuniary contribution, suitable apartments will be provided for the use of the School as at present. Having from the first, as your Society is well aware, taken a warm interest in, and having always laboured to promote, the cause of female education among the Hindus, it is a source of much gratification to me to find that the schools, founded by the Society ten years ago, are at present in so flourishing a condition, and are calculated to effect much good; founded and conducted as they have been upon principles not likely to interfere with the religious ideas of the people.—I remain, &c.,

JUGGONATH SUNKERSETT.

HIS EXCELLENCY THE RIGHT HON'BLE THE GOVERNOR then rose and spoke as follows :—

DR. REID,—I desire, in the first place, to express my thanks to you and to the members of the Managing Committee, for having postponed the day of meeting; as otherwise I should have been denied the gratifying sight of this youthful assemblage. It is, I believe, six years since I was first present on a similar occasion; and, as this may possibly be the last opportunity I shall have of witnessing such a pleasing spectacle, I feel greatly indebted to those whose courtesy has enabled me to be present here to-day.

I have continued to watch with increasing interest the progress of native female education in Bombay; and it is satisfactory to reflect that, since the first establishment of these schools ten years ago, they have been so much indebted to native contributions, and to the countenance of the wealthy and liberal Parsee and Hindu gentlemen of this city, for their support. No doubt the Students' Literary and Scientific Society is greatly indebted to the late Professor Patton and to you, Dr. Reid; but it is, nevertheless, a fact that its supporters have been chiefly among the native gentry, and especially among the educated natives. I need only refer to the liberality of the four Parsee gentlemen who, by placing the handsome sum of rupees 4,800 at the disposal of the Committee, enabled them to appoint paid masters, and to maintain, for a period of two years, the six schools of the Society (*Hindu*, as well as Parsee) originally opened.

The gentlemen who at present support the Hindu schools of the Society also deserve much praise, for the noble and generous example they have set to their wealthy and influential countrymen: Mr. Munguldas Nathubhai, whose munificence is so apparent; Mr. Bhugwandas Purshotumdas, whose liberality is the more conspicuous, because it is exerted on behalf of a portion of the community to which he does not belong; Dr. Bhawoo Dajee; Mr. Juggonath Sunkersett, the first native gentleman unconnected with the Society who evinced an interest in its operations; Mr. Narayan Dinanath, Mr. Venayekrow Wasudev, and the other members of the Society, who undertook to support a school between them.

It was only yesterday that I heard of a noble example of the interest taken by a native gentleman in the education of the female part of the community. Mr. Manockjee Cursetjee, who has himself set an excellent example to his countrymen by educating his own daughters, moved by a generous wish that others should participate in what he feels to be the blessing he has conferred upon his own children, has set on foot a plan, in which he has the support of several influential gentlemen, for establishing a school for native young ladies, under the direction of an English governess. Mr. Manockjee proposes to give up a portion of his own house for this institution; and that his daughters shall assist in the noble task of educating their young compatriots. I need scarcely say that I wish him all success and all honour in this enterprise; which bids fair to remove one of the great obstacles to female educa-

tion in this country, the teaching of girls by men. If Mr. Manockjee's plan succeeds, I trust that many young native ladies will be inspired by the example of his daughters, and that they will also devote themselves to the education of native girls.

It would be difficult to overrate the importance of such a movement as this in support of female education—proceeding, as it does, from the natives themselves. In all countries where female education is cared for, and where females are held in honour, the character of the men has been improved, in at least as great a degree as that of the females. The converse of this is also too true; and in proportion as women are neglected and ill-treated, men are found to degenerate. In a most interesting work which I have lately been reading on China, the sordid materialism of that very remarkable people, the Chinese, is attributed, and I think with great appearance of truth, in a great measure, to the degraded position of their women. On the other hand, nearly all the nations which have produced numbers of great men have been famous for the honour in which women have been held amongst them. Among the nations of antiquity the Romans may be mentioned as a remarkable instance in point. Among the nations of modern Europe, it would be invidious to draw comparisons. In all of them women enjoy a position which was unknown in the ancient world; and it need only be said that some of the greatest of the men of modern times have admitted their obligations to their mothers. Nothing probably can supply the place of that early education which in Europe almost every child receives upon its mother's knees. What influence may not such very early impressions produce upon the character of the child?

You are now beginning (I address myself more particularly to the native gentlemen here present) the education of those who are to be the mothers of a future generation. May your endeavours be crowned with an ample measure of success. If this wish be realized, they will not stop short with the partial teaching of a few little girls. They will lead to a general desire that the blessings of education should be shared by the female part of the community; and to an eventual but certain improvement in the early training, and therefore in the character, of the boys as well as the girls of future generations. (Loud applause.)

The principal classes of the Marathi and Gujarati Schools respectively were next examined by the Secretary, *Rao Sahab Bhaskar Damodar*, assisted by the Marathi Secretary, *Mr. Ramkrishna Gopal*, and by *Mr. Mahiputram Rupram*, Deputy Inspector of Government Schools in Gujerat. The Rev. Dr. *Murray Mitchell* also took part in the examination, at the request of the President. The girls were examined in reading and explanation of the passages read from their class-books; also in the

geography of India, with which they showed considerable acquaintance, pointing out with facility several places in the map. They also chanted some native melodies with much taste and spirit—one of them being a hymn the burden of which was “Victoria, thou art our Queen.” Several specimens of canvas embroidery and crochet work, executed by the girls, were exhibited on the table, and much approved of by the European ladies present.

After the examination, prizes consisting of books, Berlin-wool, wool work-patterns, stereoscopes, and ladies' work-boxes, were distributed by his Lordship to the meritorious girls. This closed the proceedings of the evening, and, nosegays and rose-water having been distributed among all present, the assembly dispersed. It is worthy of mention that Mr. Munguldas had made the most appropriate arrangements, not only for the reception of the assembled visitors, but also for the recreation of the young pupils. The whole of the house and garden were brilliantly illuminated after six o'clock; the numerous lights shining along the avenues, interspersed with transparencies and Chinese lanterns hanging from the trees, all designed with great taste, and bearing appropriate mottos and devices. The children were afterwards treated to a feast, and then despatched home in omnibuses and shigrams, under the personal superintendence of Mr. Forjett, the Deputy Commissioner of Police, who rendered the most valuable assistance to the Committee in that respect. (From the Reports in the *Bombay Gazette* and in the *Times and Standard*.)

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Dr.

CR.

(Signed) HARISHANKAR BALKRISHNA, } *Auditors.*
" PANDURANG BALIHADRA, }

(Signed) **COWASJEE SHAPOORJEE,**
Treasurer.

(2) ABSTRACT OF RECEIPTS AND DISBURSEMENTS FOR THE YEAR 1858.

Dr.		1858		Cr.	
	Rs. a. p.	1858	Rs. a. p.		Rs. a. p.
Jan. 1	To Balance of last year	4 Apr. 6	By Discount on sale of 4 per Cent. Loan of Rs. 1,000.....		161 8 5
Oct. 6	„ Use of Woodcuts	Nov. 30	„ Establishment of Girls' Schools.....		1,677 1 7
„ 14	„ Advance from Dr. R. T. Reid.....	„	„ Sundries.....		9 7 1
Nov. 1	„ Ditto ditto	Dec. 31	„ Balance in hand		0 13 3
„	„ Interest on Government Loans	„	„ 4 per Cent. Government Loans		3,000 0 0
Dec. 31	„ Annual Subscriptions and Donations	„	„ Bombay Bank Share		1,000 0 0

(Signed) HARISHANKAR BALKRISHNA, }
 PANDURUNG BALIBHADRA, } Auditors.

(Signed) MUKUNDBAO BHASKARJEE,
 Treasurer.

(3) ABSTRACT OF RECEIPTS AND DISBURSEMENTS FOR THE YEAR 1859.

Dr.	1859	Rs. a. p.	1859	Rs. a. p.	Cr.
Jan. 1	To Balance of last year	4,000 13 8	Feb. 12	By balance for printing School Series, <i>Dnyanbodhak</i> No. III, in Gujarati...	1,154 0 0
"	" Amount of the Hemabhai Vakut- chund Prize Fund.....	500 0 0	"	" Brokerage for sale of a Bombay Bank Share	2 8 0
"	" Advance from Dr. R. T. Reid	150 0 0	July 12	" Amount repaid to Dr. Reid, on ac- count of advances made by him...	241 0 0
Feb. 5	" Dividend on Bombay Bank Share...	90 0 0	Dec. 31	" Establishment of Girls' Schools.....	2,206 14 10
" 12	" Premium on sale of ditto.....	328 12 0	"	" Indents and Sundries	75 4 0
Apr. 8	" Balance due by Mr. Cowasjee Sha- poorjee	21 8 4	"	" 4 per Cent. Government Loans	3,000 0 0
May 14 } Sep. 26 }	To Interest on Government Loans ...	145 0 0	"	" Hemabhai Vakatchund Prize Fund.	500 0 0
Oct. 31	To Sale of Society's School-Books	244 6 0	"	" Balance in the Chartered Bank of India, Australia, and China	512 1 11
Dec. 9	" Contribution to Girls' Schools' Prize Fund by the Marathi Dnyanpra- sarak Society	40 0 0	"	" Balance in hand	18 4 9
" 31	" Annual Subscriptions and Donations	2,177 8 0			
"	" Interest on Current Account	12 1 11			
	Rupees	7,710 1 6		Rupees	7,710 1 6

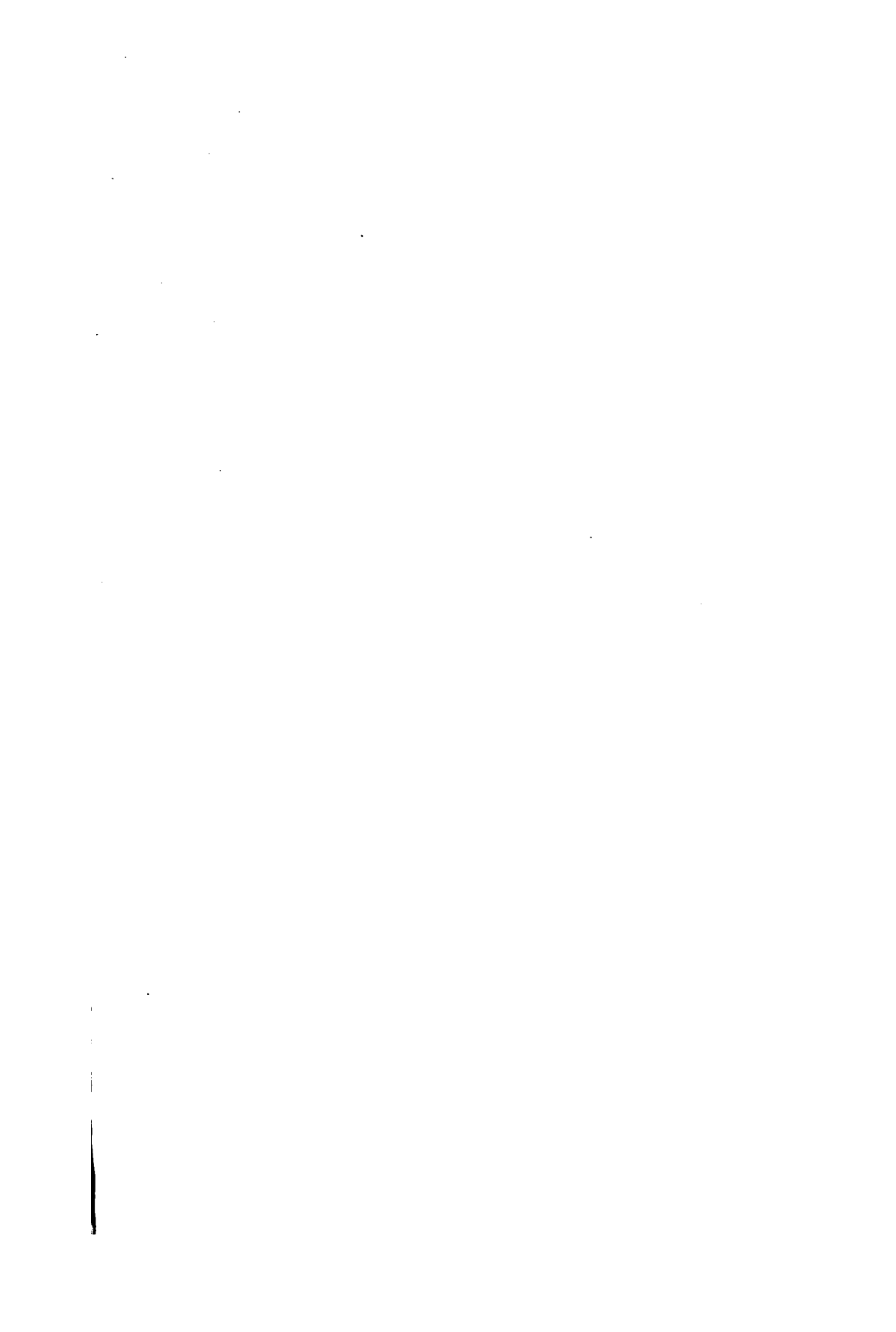
(Signed) PANDURANG BALIBRADEA, Auditor.

(Signed) HARISHANKAR BALKRISHNA, Treasurer.



५०० नगर गांधी दार
मामा-म-ले-पुत्रे

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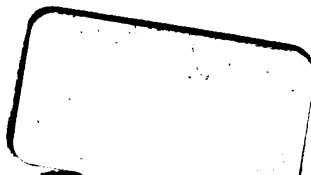
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